

BUSINESS EDUCATION WORLD

October 1954

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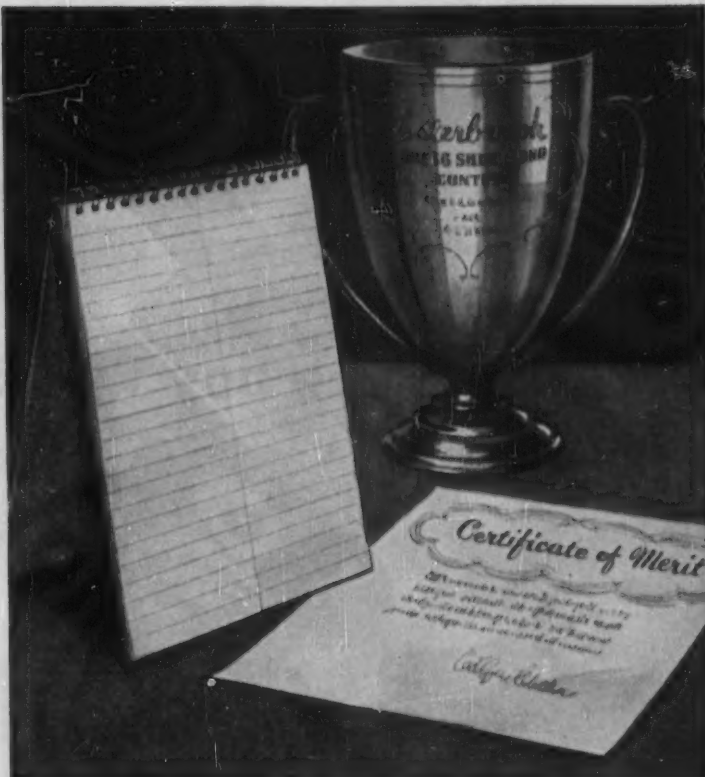
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OCTOBER, 1954



the boy who had 10 thumbs!

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This true story, told by Professor Marion Wood at a recent electric typing workshop session, prompted enthusiastic assent from many of the teacher-students present...who had found IBM's easy touch and electric operation the magic means of developing students' speed and skill on both manuals and electrics.

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Electric Typewriters

"The Teaching Typewriter"

BUSINESS EDUCATION WORLD

BUSINESS EDUCATION WORLD

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EDITORIAL

What Does This Symbol Mean to YOU?



FORTY years ago the Audit Bureau of Circulations was born. In 1950, BUSINESS EDUCATION WORLD became a member of that organization, and this symbol has appeared on our masthead every issue since then.

To many of our readers not familiar with the publishing business, neither of these events may have much mean-

ing. Yet the formation of A. B. C. began a new era of closer co-operation between advertiser and publisher.

The major objective of the Bureau's work is to give advertisers accurate, verified information about the net paid circulations of all publisher members, so that advertising can be bought according to positive, known standards. Without this advertising, the editorial quality of our publication would be impaired, perhaps seriously. The hard-working and expert editorial staff of BUSINESS EDUCATION WORLD could not have been brought together to provide the latest news, ideas, methods, and services of specific interest to all business educators if we did not have available the money that the sale of advertising furnishes.

But—the Bureau's work also has a very real importance to you—our readers. Our A. B. C. reports serve us as editorial guides. We know from the picture of circulation progress just what our net paid circulation is; we can study audited reports on how we got that circulation; we can watch for the circulation changes that tell us how well we are serving you.

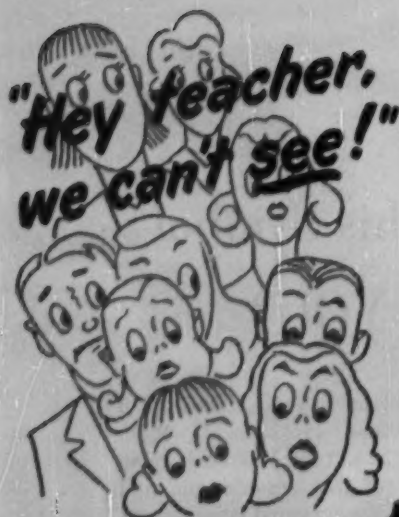
By knowing from our A. B. C. reports the business or occupation in which our readers are engaged, we can plan our editorial coverage to serve these interests most effectively. To attract new subscribers and readers, to get renewals in good measure, the editor of BUSINESS EDUCATION WORLD must give his audience the benefits of steadily improved editorial value. For, if readers do not want his publication, neither do advertisers. Thus, our membership in A. B. C. is a constant protection to our advertisers and to you—our readers. This symbol will not be found in any of the other business education publications.

BUSINESS EDUCATION WORLD is proud to be able to join with the more than 3,500 advertisers, advertising agencies, and other publisher members in saluting the Audit Bureau of Circulations on its Fortieth Anniversary. We feel privileged to be a member of A. B. C. and to be able to display its insignia, symbol of circulation integrity for forty years.

E. Walter Edwards

Publisher

BUSINESS EDUCATION WORLD



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CITY STATE

BUSINESS SCENE

The cost of living is likely . . .

. . . to change but little the rest of the year. Higher-priced foods pushed the Consumer Price Index up in July. This ran counter to the usual seasonal trend, due mainly to drought. However, meats will be in large supply in the last four months of the year. This should restrain the average—even pull it down a bit.

Farm prices are pretty well deflated. The flexible supports don't go into effect until next year. This limits any dip in food costs. Meanwhile, costs of distribution continue to edge upward. The biggest factor here is the cost of labor; the July Cost of Living Index gave this cost item another push, not to mention the current "round" of wage adjustments now nearing completion.

Consumers—and congressmen—who wonder why lower farm prices seem to have little impact on food costs should remember the built-in booster: Wage increases add to transportation costs as well as all other handling charges. And, as this is reflected in the cost of living, it sends the wages of millions of workers up all over again. A drop must be fairly major for the consumer to feel it.

Rents will bear close watching—both as a factor in the cost of living and as a barometer of the whole housing industry. It's hard to get a good, over-all measure of rents. However, the rent figure in the Consumer Price Index at least serves as a guide. This went up steadily and relatively sharply all last year. The turn in rents isn't here yet, but the rise is much slower.

A TV telephone is a distinct . . .

. . . possibility for the very near future. In the early days of television, there were lots of jokes about possibilities of TV for personal communication. "The next thing you know," these wits said, "you'll be able to see how homely a blind date is before you meet her." Recently, in San Diego, Kalbfell Laboratories, Inc., set up a demonstration that did just what the wits of the 1930's predicted—but Kalbfell underscored only its industrial uses.

The device used a conventional 17-inch television receiver screen with a telephone handset alongside. You pick up the receiver and call someone with

a similar apparatus. When the contact is made, his image appears on one side of the screen and yours on the other. It's the same deal that you see in watching a televised baseball game when one camera is trained on the runner trying to steal second and the other is on the batter.

The paint job on most cars . . .

. . . is deliberately destroyed by the owners through sheer carelessness. Paint engineers say that the popular practice of "dusting" the car is the most destructive thing that can be done to the finish. What happens is that microscopic bits of dust rupture the thin paint film. These scratches encourage the paint to break and split; they then form focal points for the complete destruction of the finish.

Engineers suggest this procedure: Always flush the car thoroughly with water before washing, to remove dust and abrasive particles. Use a gentle detergent in cool water as a washing agent. (Beware of ordinary soap—it's an alkaloid that often leaves a gelatinous deposit, sometimes changes the color.) Dry the car thoroughly with a soft towel or a chamois.

Most paint men say that polish is strictly a beautifying process, does little to protect the finish. (An exception: Silicone polishes repel water and dust to some extent.) These paint men claim flatly that a new car needs no polish for at least a year—and after that only as a "beauty treatment."

Beware of abrasive cleaners. If you can see color on the cloth, you are actively destroying the finish, say paint men. One cleaning with such products can destroy 6 to 8 per cent of a new car's finish, twice that on an older car.

"Town for Sale" reads the sign . . .

. . . at Pickstown, South Dakota. The state wants to sell the town, a ready-equipped community for 3,000 people—complete with church, school, hotel, supermarket, fire station, and hospital. It was set up eight years ago for construction workers at Fort Randall Dam, but they will move when the job is completed in 1956.

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BUSINESS EDUCATION WORLD



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The Consumer Education Department, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, offers educational materials to help individuals and families be more businesslike in their management of money.



Jane F. White

These materials are divided into two groups. One group is a series of Money Management booklets that deal with family income, how to plan expenditures, and how to buy wisely. All eleven

booklets in this group may be ordered for \$1 (or ten cents each), boxed in an attractive library carton. A set will be sent to your librarian free. The other group, Filmstrip Lectures, dramatizes the information in the Money Management booklets and includes a silent filmstrip for a 35mm filmstrip projector and a prepared talk to be read while the pictures are being shown. Reservations should be made at least one month in advance. Write for a free order list that describes more fully each item.

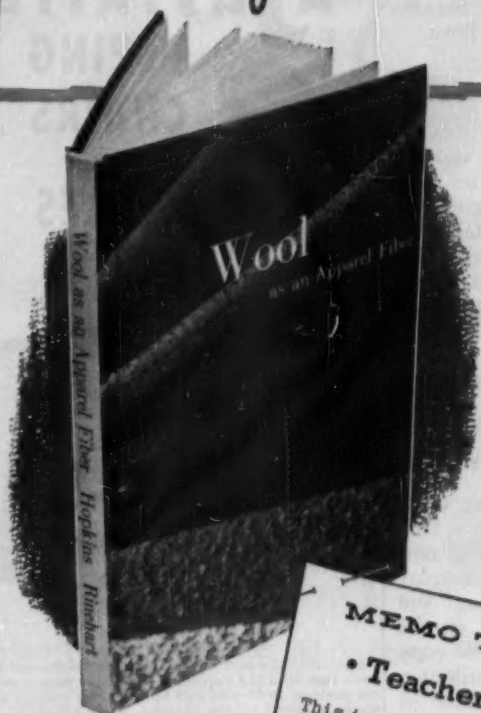
For the unit on letters . . .

Your Letter is You is the first of a series of advisory booklets published by Alumnae Advisory Center, Inc., 541 Madison Avenue, New York 22, New York. Cleverly illustrated, the booklet is designed to teach students how *not* to write application letters.

For the bulletin board . . .

Through the co-operation of the Foundation for Business Education, the W. A. Sheaffer Pen Company has prepared two excellent posters: "Hand Position for Shorthand Writing," which is described and illustrated by Louis A. Leslie; and "Shorthand Writing Posture," illustrated by Martin J. Dupraw. Both are accompanied by discus-

What do your students know about wool?



Wool

as an Apparel Fiber

by Giles E. Hopkins

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covers:

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The Fiber We See
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The Effects of Time,
Temperature and
Moisture

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and easy-to-use index

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In a period of widespread confusion about the properties of fibers, *WOOL as an Apparel Fiber* is a clear statement of time- and laboratory-proven facts about the wool fiber and the characteristics of woolen and worsted fabrics. Some date back to the dawn of modern civilization. Others only recently were brought to light through scientific study made possible by the electron microscope.

Mr. Hopkins gives you in non-technical language—illustrated with numerous line drawings—a practical, complete and objective presentation of wool as we see it, handle it, fabricate it, and use it.

About the author...

GILES E. HOPKINS is internationally known as the pioneer of functionalized research and development in textile mills. He has been technical director of The Wool Bureau, Inc., since its inception and is the author of numerous articles on wool and its performance.

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sion questions for classroom use. In addition, the company has prepared a pamphlet on office-style dictation, *Choosing a Pen for Shorthand*, and some straight copy and rough-draft typing material. Each of these is free; some in quantities. Write to Education-Service Department, W. A. Sheaffer Pen Company, Fort Madison, Iowa.

For the unit on air travel . . .

The Pan American World Airways Teacher is published quarterly and distributed free of charge to teachers. Each issue includes a teaching unit on some area of the world (suitable for adaptation to geography and social studies programs) and news about flying and educational travel. Send a post card to Educational Director, Pan American World Airways, 28-19 Bridge Plaza North, Long Island City, New York.

For the display-typing unit . . .

The Keetrix Display Typing Company, 95 Seaman Avenue, New York 34, New York, is ready with a new set of eleven complete Keetrix Display Typing Alphabet cards for \$1. If you do not wish to order the set on the sight-unseen basis, send for a free copy of Style Sheet No. 1 before ordering. Mr. Howard Rothacker, originator of the idea, has discovered over ten thousand patterns possible in making complete sets of the alphabet. Be sure to ask him for a listing of the many other services to be had along this same line.

For the typing teacher . . .

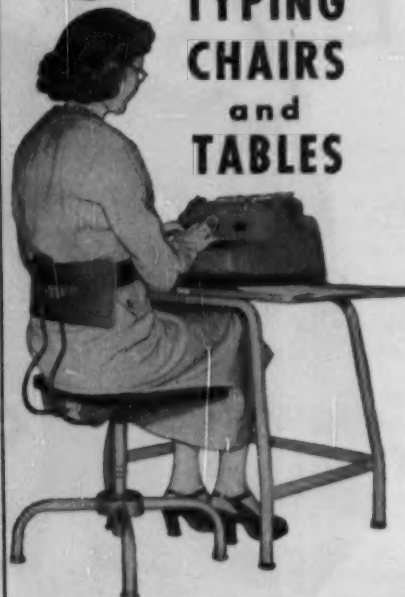
Published as a supplement to *Government Printing Office Style Manual*, this booklet, *Word Division*, on word breaking at end of lines was compiled for the convenience of the Government Printing Office. It is now sold to the public by the Superintendent of Documents, Washington 25, D. C., at 30 cents a copy.

For the catalog collector . . .

Do you receive "Selected United States Government Publications" issued biweekly? If not, have your name placed on the mailing list to receive this and other bibliographies and announcements of Government publications. Recently, a new catalog listing popular publications has been printed. This special catalog contains a synopsis of more than 450 representative Government best sellers on a number of diversified subjects. Address your request to Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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by Freeman, Hanna, and Kahn
with Workbooks, Objective Tests, Practice Sets
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World Wide Photo

BEAMING SMILES shown by Congressional leaders as President Eisenhower hands over signatory pens aren't for the gift but rather for—

Those Income-Tax Changes

They make some business textbooks out of date . . . but may save you some dough

WHILE WE teachers were away from our classrooms this summer, Congress passed a 1000-page omnibus tax bill—a complete re-writing of the Federal tax code, the first such undertaking in some 75 years.

Already our taxperts are doing homework, figuring out how to save a dollar or two for their clients.

Already teachers are saying in thousands of classrooms, "Oh, the law has been changed since our textbook was printed, class. Now it's . . ."

Remember April 15 . . .

. . . which is the date to be popularized by the gag writers, since this date now replaces the Idea of March as the deadline for income-tax returns.

Both the reports—the income-tax return, and the declaration of the next year's estimated tax—are now due to be filed at the same new time, April 15.

The first is the taxpayer's report on his actual income for the preceding year and is accompanied by a final payment for sums not remitted during the preceding year through pay-as-you-go deductions or other payments.

The second is his estimate of what he will earn and hence what his probable income tax will be for the new, current year. From his estimated tax, as before, he deducts the amount he expects to be withheld from his salary checks; then he pays the difference, either all at once or in four installments. To keep our guessing good, we face penalties for bad estimating.

We still "pay as we go" as before, with employers deducting income taxes from our salaried earnings in step with

a table of deductions set up by the Internal Revenue Service.

The deductions, referred to by the employee as "Income Tax Withheld," are paid in by the employer quarterly or monthly, depending on the amount of money involved. The employer treats the deductions as a liability and refers to them as "Withholding Tax Payable" or "Income Tax Withheld Payable."

Remember "\$100" . . .

. . . for \$100 is the key figure when discussing "Who is required to file a declaration of estimated tax?" If a person expects to earn less than that sum through income other than salary or wages (from which income tax is, of course, withheld), he is to file a declaration only if his gross income from all sources is expected to exceed \$5000 (or \$10,000 in the case of a couple or the head of a family).

DR. I. DAVID SATLOW
Thomas Jefferson High School
Brooklyn, New York

For those whose expected income from sources other than salary and wages is more than \$100, a declaration is to be filed only if their gross income exceeds \$400 plus \$600 for each personal exemption claimed.

The new rule will relieve about one million persons of the need for making the annual advance declaration.

"Dependents" are different . . .

. . . and redefined in the new tax code. Heretofore, a "relationship test" was the sole criterion for determining whether a person was a dependent. Eight specific relationships were stated, and no others were authorized. But the new law permits us to claim as a dependent anyone living in our household and whom we support to the extent of contributing more than half of his living expenses.

Relatives can be claimed as exemptions no matter where they reside. The term "relatives" covers parents, grandparents, children, stepchildren, grandchildren, brothers, sisters, stepbrothers, stepsisters, parents-in-law, daughters-and sons-in-law, brothers- and sisters-in-law. If you provide more than half the support of any of the foregoing relatives, you may claim him as a dependent.

In the past, when several children together supported a parent or other close relative, but when no one of the children contributed more than half of the dependent's support, no one could claim him as a dependent. Under the new law, the dependency may be distributed over a period of years among his several supporters. The law indicates how the several supporters can make arrangements among themselves for claiming the dependency.

More "credit" for children . . .

. . . and their earnings and expenses are granted under the new law. Regardless of the amount earned by one's son or daughter who is under 19, the taxpayer may now claim a \$600 exemption if he does provide more than half of said offspring's support. The minor must, of course, file an income-tax return on his earnings—and he, too, may claim a \$600 exemption on his return.

In the case of college students, the 19-year-old age limit is waived. The only requirement is attendance as a full-time student. Scholarships the taxpayer's child has received are not to be considered in computing whether the taxpayer is providing more than half the

child's support, in qualifying for the \$600 exemption.

Less tax on dividends . . .

. . . is expected to benefit six or seven million stockholders. For years, critics of tax laws have considered the levying of a tax on dividends as inequitable. They pointed out that this practice was, in effect, double taxation: Dividends, by definition, are the profits of a corporation that are distributed among the owners of the firm; since the corporation has already paid taxes on these profits, requiring the stockholder to report his share in these profits as income and to pay a tax on this income is viewed as double taxation.

This criticism was heeded to some extent by our lawmakers. Stockholders may now deduct \$50 of their dividends from their taxable income each year, which means a tax saving ranging from \$10 to \$45.50, depending on one's tax bracket.

In addition, a tax reduction to the extent of 4 per cent on dividends received above \$50 is provided (but this applies only to dividends received after July 1, 1954). So, a person earning, say \$300 in dividends includes only \$250 on his tax return; he then adds this sum to his other income, makes his deductions, calculates his taxes, and finally deducts \$10 (4% of \$250) to arrive at the tax he must pay.

Retired folks are helped . . .

. . . not only by a double personal exemption but also by a \$1200 tax-free income allowance if they are over 65. This same benefit is extended also to those under 65 who were retired under Federal, state, or local government pension other than military.

The \$1200 tax-free income will be reduced by the retired person's current earnings in part-time work that exceed \$900 and by whatever he collects in Social Security benefits. Note: to qualify for this double-exemption benefit, he must have earned at least \$600 during each of any 10 earlier years.

To illustrate: Jones, a retired single person past 65, has annual income of \$3150, consisting of \$700 company pension, \$700 Social Security, \$100 interest, \$150 dividends, \$400 rents, and \$1100 part-time employment. The new law will help in several ways:

1. \$50 tax-free dividend income
2. \$700 tax-free Social Security
3. \$1200 double exemption

4. \$4 dividend credit (4 per cent of the last \$100 in dividends)

5. \$60 deducted from his tax as a retirement credit.

Jones will pay \$128 tax for the year. This is arrived at thus: 20 per cent of his taxable income of \$960 is \$192; that sum, less the \$64 deductions in items 4 and 5 above, reduces the tax to \$128.

How did his \$3150 income reduce to a \$960 taxable income? Well, the \$3150 is reduced by the tax-free \$50 dividend and \$700 Social Security income to an adjusted gross income of \$2400. From this he takes the standard 10 per cent deduction of \$240 and his \$1200 double personal exemption, leaving a taxable income of \$960.

How did Jones get \$60 "retirement credit?" He is allowed \$1200 tax-free income, less (a) \$200, the amount of his part-time earnings above \$900, and (b) the \$700 Social Security income, leaving him a balance of \$300 unused tax-exempt income. Of that, 20 per cent is \$60, his "retirement credit."

. . . on annuities, too . . .

. . . for, a person collecting on an annuity-retirement policy now has the life-expectancy formula to govern not only his annual income but also his income-tax base. This is best explained by an example:

Smith has an annuity policy that cost him \$18,000 and that pays him \$1500 a year. The \$1500 actually consists of two parts—his income on the \$18,000 investment and a return of a part of the \$18,000 principal.

Under the new law, Smith's life expectancy is used as a basis for determining how much of his annuity is to be deducted as "the return of capital"; the rest is taxable as income.

Let's suppose Smith's life expectancy is 15 years. To Uncle Sam, this means that it will take Smith 15 years to get back his \$18,000—\$1200 a year. Since his annuity amounts to \$1500 a year and \$1200 of it is considered a return of capital, only the remaining \$300 is income and therefore taxable.

The law is highly detailed, very specific, in governing various types of retirement-income plans.

There are new deductions . . .

. . . for charity and for medical expenses under the new law.

Charity: Maximum deductions are increased from 20 to 30 per cent of the income. (Continued on page 36)

Practical Working Experience?

Teacher Trainees Have a Lot

Contrary to general opinion, tomorrow's teachers will be bringing much working experience to their new classrooms

EVERYONE AGREES that business teachers should have business working experience. Everyone suggests that teachers in service should somehow manage to get a summer or part-time job, to qualify for this experience requirement. Nearly everyone seems to assume that business teachers *don't have* such experience already on their records.

Among the antidotes for this seemingly serious situation is one commonly heard in conventions and read in the professional literature: that teacher-training institutions should see that business experience is provided as part of the training program.

Such a suggestion ignores the practical difficulties of the small, nonmetropolitan institution. It ignores the fact that the trainees would be placed in direct and perhaps unfair competition with local persons who may urgently need the positions. It ignores the flow and ebb of opportunity. It ignores the loss of trainees into business houses. It ignores the fact that teachers are not—yet—paid extra for having this (or any other) plus quality.

The suggestion also ignores the fact that teacher trainees, like many college youths, may be getting—because of personal necessity—working experience without being required academically to do so.

All the foregoing considerations led the writer to do the obvious thing:

We surveyed 128 students . . .

. . . to ascertain what, if any, practical working experience they had had. They were all business-teacher trainees (including sophomores, juniors, and seniors) at Bloomsburg (Pa.) State Teachers College [where the writer was then located]. We found that 123—all but 5—had had some experience worthy of the name, as Table 1 shows.

Although only 88 different students reported work experience *in business*, the total number of business jobs held by the group far exceeded 88, indicating that many students held many different jobs—may have, for example, worked as a sales clerk one summer and as a general office clerk another summer.

TABLE 1. GENERAL JOB EXPERIENCE

Item	Soph.	Junior	Senior	Totals
Number with some working experience	53	30	40	123
Per cent with some working experience	93%	77%	94%	96%
Number whose work was in business fields	32	23	33	88
Per cent of workers in business fields	60%	77%	83%	72%
Per cent of workers in other fields	40%	23%	17%	28%

Of 35 students who listed employment experience other than in business, 13 indicated that they had worked one or more summers as playground directors, camp counselors, or YMCA or YWCA assistants—experience that may be as valuable as (or even more valuable than) "actual" business experience.

The kinds of experiences obtained by the 88 who worked in business varied considerably. Our tally on the jobs they had held was as follows:

Selling	50	Steno-bookkeeper	14
General office work . . .	28	Clerk-typist	11
Waiter or waitress	19	Cashier-checker	6
Bookkeeper-typist	17	Telephone operator . . .	5

TABLE 2. MAJOR OFFICE TASKS PERFORMED

Answering the telephone	60
Filing	53
Typewriting	44
Billing and checking	40
Recording or bookkeeping	32
Mailing	31
Dictation and transcription	20
Receiving and paying cash	9
Receiving callers	5

Other classifications listed five or fewer times were: receptionist, cost accountant, file clerk, payroll clerk, timekeeper, shipping clerk, collector, personnel worker, printer, survey worker, and proprietor of own business.

The types of duties . . .

. . . experienced by the teacher trainees varied considerably. Tables 2 and 3 show that the practical experience gained by the students is quite typical of office work and is related directly to the kind of vocational instruction that they were preparing to give. The listings under *Office Tasks Performed* and *Office Machines Used* are markedly similar in variety and relative frequency to the results usually obtained on surveys of the duties of beginning office workers and of the machines they use.

Were these brief experiences? No. The duration of employment periods is surprising: it ranges from a minimum of "a whole summer" to a maximum of 9 years. The average for the group was 1.4 summers—approximately 4½ months on the job. Seniors, as may be expected, averaged higher: they had two or more summers of work experience in one or more positions.

TABLE 3. OFFICE MACHINES USED

Typewriter	53
Adding-listing machine	51
Stencil duplicator	25
Cash register	17
Spirit duplicator	14
Rotary calculator, electric	10
Electric typewriter	7
Comptometer or Burroughs key-drive calculator	6
Bookkeeping machine	6
Addressograph machine	6
Transcribing machine	5
Postage-meter machine	4
Check writer	4
Billing machine	3
Offset printing machine	2
Key-punch machine	2
Mailing machine	2

A goodly number of students reported working summers and week ends in stores or offices ever since their graduation from high school. Many commented that their summer work was so satisfactory to the employer that they were invited back to their old jobs summer after summer.

Did students realize the value . . .

. . . of their experience? We wondered about this, so we asked the students. The answers they gave, cited in synoptic form in Table 4, indicate that, at least in retrospect, students did sense the implications of their work experience for their future as business teachers. Note in Table 4 that items 1 and 5 could well be combined for 52 "votes" for the functional practicality of the experience; and that items 2 and 3 could similarly be combined for 58 "votes" on their growth in understanding human relations.

Additional verification of the fact that they did appreciate the value of work experience is indicated by data in Table 1. Note how the proportion of students taking their employment in *business* increased steadily, year

TABLE 4. WORK-EXPERIENCE VALUES

1. Greater knowledge of business itself	36
2. Learned how to meet people	32
3. Learned how to get along with people	26
4. Experience will help me help my students	22
5. My business skills were greatly increased	16
6. Helped me develop self-confidence	11
7. Makes my class work here more meaningful	10
8. Developed my ability to solve problems myself	7

by year (60%, 77%, and 83%) and the proportion of those working in fields other than business naturally decreased (40%, 23%, and 17%).

A follow-up study made of the juniors at the end of the summer between their junior and senior years showed interesting contrasts. Of 15 students who had already completed their student teaching, four said their new summer's work was of great value to them as future teachers; eight were skeptical, but thought that their experience added to their general background knowledge; the others just shook their heads. Four other students who had previously had experience as waitresses in resort hotels and had just completed office experiences said the prior experience was much more valuable.

In general then, our analysis would indicate that—

- Business-teacher trainees do have no inconsiderable amount of functional work experience.
- The experience correlates highly with that of regular business workers; it is valid experience.
- There very well may be "work experiences" more valuable to business teachers than "business" experience.

Reports

Seven-Letter Word for Headaches and Heartaches

WE ARE AGAIN about to live dangerously!" says the history teacher, deftly sliding her tray onto the lunchroom table with one hand and waving the latest "Bulletin from the Office" with the other. "Another PTA meeting has been scheduled for the night of Report Card Day. Probably in administrative circles that is referred to as psychological timing."

"Psychologically," says the math teacher, "it might be better timed after

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they've had a couple of days to simmer down a bit. Or a couple of weeks *before*, while there would still be time for a little concerted parent-teacher action. Report cards! Oh, my aching ulcers!"

"Now the person who figures out a

way to educate boys and girls without having to give grades will make a, quote, *significant contribution* to education, unquote," pompously opines still another. "You know, I've been thinking—"

Well, so have you. As report-card time nears, the opposite corners of your mind start slugging it out, with you-know-who right in the middle. There are so many problems to consider. For instance, bases of grading.

"Shall it be standards or averages?" . . .

. . . you ask yourself. Immediately comes a volley of queries: Standards or averages of what? Advantages of each basis? Disadvantages? What are the earmarks of a good grading system?

A good grading system should be easy to administer, valid! It should stimulate the student, give him his standing at all times. It should place the responsibility to earn grades on the student rather than give the teacher an opportunity to give grades. In addition, it should give the student training in self-evaluation.

• *Standards of What?* "Why, standards of achievement," you say tritely. But achievement *in what?* In mastery of subject matter? Partially, maybe. If so, how do you measure this mastery? In

memorization of textbook material? In ability to type so many words a minute? Or to apply a skill or knowledge to some real-life situation. What sort of a standard have you devised—or could you devise—for that one?

• *Any advantages in standards?* Perhaps. Fixed; absolute; tangible; something to tie to. Johnny masters 95 per cent and he gets an "A." But "F" for 65 per cent.

Easy to administer. Comparatively, that is. Nothing in grading is ever easy. You may have quite a struggle deciding whether Johnny gets 85 (and passes) or 84 (and fails). But once it's decided—that's it!

Gives a picture of how students rank

in comparison with "norms" for such work.

Gives a definite basis for promotion and grade placement. Jane stays right in Shorthand I until she can take it at 60 w p m.

Has the weight of tradition behind it. (Now, is that an advantage?)

• *How about averages as a basis?* More flexible than standards. Good! But can you fairly measure Johnny's progress against that of Jane's? Are Johnny and Jane so identical in abilities, temperaments, motor skills, backgrounds that they should produce identical results? You're implying that such is true when you start talking about averages and normal curves of distribution.

Other things besides achievement . . .

. . . must be considered in your markings if you hold that today's educational objectives are broader and deeper than the old, narrow "acquisition of subject matter."

If you believe that "the whole child goes to school," then the traditional system of marking on achievement in mastery of subject matter doesn't fit.

If you believe that "education seeks

the optimum development of each individual in a social environment," can you conceivably base Johnny's optimum development on some sort of comparison with Jane's development? If Johnny

and Jane are uniquely different individuals, how can you "curve" them?

If the optimum development of each "whole" child is sought, aren't you implying that all the facets of his nature must be considered in his education?

Where do effort, co-operation, ability to work well with others, native capacity come in? Is ability to memorize facts more important than originality, initiative, stick-to-itiveness? Is reasoning ability of greater worth than will power, self-control, or social consciousness?

• *What the school stresses* should somehow be revealed in its markings and report system. The traditional percentage or letter markings seem to indicate that mastery of subject matter or development of basic skills are the

prime objectives. Percentile rankings or averages say to some that how a child stacks up against others is the important objective.

• *As wide a sampling* as possible must be the basis for your markings; *how wide* will be influenced always by such things as nature and size of class, teacher load, and grade level. Included in your samplings should be tests, class participation, problem situations, special reports, outside readings, promptness and dependability in work, interest (as shown by quality and nature of work), and midterm and final examinations.

Individual progress and development in such areas as work habits, social qualities, character traits, and person-

ality are frequently recorded on reports today. Unfortunately, such markings often seem to occupy a secondary spot on the report and tend to be considered separately, rather than as an integral part of the progress made in a given class.

Progress, improvement, interest, effort! How much weight should these carry in determining a child's report? What about levels of ability? Handicaps? Emotional strains? Health? Is the child who is battling with great frustration to be further frustrated by an educational system that expects him to accomplish something that, for him, is the impossible—at least at the particular moment? Shall he be branded a failure?

What about failures? We must consider . . .

. . . progress, improvement, effort, interest. Can a student have failed if he evidences these—even if he does not come up to certain standards of achievement in mastery of subject matter? Even if he holds the lowest average in the whole class?

Yet how can he go on to the next class if he hasn't mastered at least a minimum standard of achievement? Or, if averages serve as a basis, doesn't the normal curve of distribution say that in every group there should be a certain number of "A's" and also a certain number of "F's"?

Now that's one you *can* answer—"No!" The sins against the emotional peace of children and against good pedagogy committed by blind faith in the efficacy of "normal curve" grading are probably as legion as those committed in blind adherence to any other standards.

• *This you do know.* You will probably never teach a group in which the conditions necessary to produce a perfect normal curve exist.

There is a lovely rule of thumb re-

garding normal curves that all teachers should learn: *The smaller the class, the greater the deviations likely from the normal curve.*

But you just can't throw normal curves of distribution out, can you? Don't they have any real significance for the ordinary classroom teacher? Indeed they do!

Properly used, even in small groups, a curve can serve to focus attention on the teacher. It can give a pretty clear picture of *you*. It can be a fine self-analysis tool.

If you teach a small group and you don't get a curve skewed heavily to the "A" and "B" end, quite possibly you are doing a sloppy job of teaching. Could be that you are failing to give the right remedial work at the right time to prevent failures. Or, possibly, you are teaching beyond the level of ability of the group. Or asking the impossible of all but the brightest few.

Surely, if any progress has been made in educational philosophy, in improved methods of teaching, in educational ob-

jectives, in understanding of the laws of learning and of child psychology, you ought to have a low level of failures—not at all proportionate to the "A's" and "B's."

"But of course some fail," you argue with yourself. "There are failures in life. If we create real-life situations in school, then there are bound to be failures. Aren't there?"

"Are there?" asks the other corner of your mind. "What about our educational objectives? Will they be best met by failing this boy?" If so, then failure may, paradoxically and ultimately, be a factor for good in his development. If not, on what grounds do you justify failure? Is it for the good of the group, perhaps?

Why does he fail? Whose fault is it? His parents, because they didn't endow him with what it takes? Society, for placing him within the particular social and economic group in which he lives? The school, for offering him a curriculum unsuited to his needs, abilities, or interests? You?

"Am I the one who is failing?" . . .

. . . many of us wonder. Over and over you mull these disturbing questions:

"Did I fail to give slow Johnny sufficient individual help? Could I have spared more time for him without jeopardizing the progress of the rest of the class?"

"What about sullen Joe? Could I have gotten to the bottom of why he was crosswise with the world if I had really tried?"

"How about the content of the course? Is it really on the students' level, or am I trying to teach them things they can't learn? Am I expecting too much

from them, or have I lost their interest by not challenging them enough?"

"How about initiative and leadership? Is the class run democratically enough to help each child develop these qualities? Have I allowed sufficient opportunity for self-evaluation and appraisal?"

That old JIT slogan darts out from the back of your mind: *If the learner hasn't learned, the teacher hasn't taught.*

"Do I really show that I enjoy my students? Do I help each one to succeed in something each day? Do I en-

courage my students to develop good group spirit? Do I enlist parent co-operation?"

Notes to parents can give them . . .

. . . what they want: a lot more information about the progress and problems of their children than they can get from the report cards. So, it is becoming common practice for teachers to tuck a note to Mom and Pop in the envelope containing the report card. You can accomplish such a lot by these letters—

- *You can*, for example, bring them up to date—gently, of course—about changes of educational philosophy concerning which Mom and Pop may not be familiar.

Notes to parents, properly couched

and judiciously timed, can certainly be the best stitch-in-time device that the teacher has at her command. But do you always recognize and make good use of this device?

- *Could a properly timed note* have welded you and Johnny's mother into a staunch team to get at the bottom of "why" Johnny was not doing well? Could an interested note from you concerning David's chronic hoarseness every afternoon have called his parents' attention to a condition needing the immediate care of a specialist? Could a note asking Joey's mother to drop in for

a conference in which you praised his fine work habits, his trustworthiness, his good citizenship have prevented her from doing what Joey called "Yelling at me 'cause I don't make good grades like my sister"?

- *Do notes to parents* give your students the feeling of security that comes from sensing that teachers and parents are working together with them and for them, and are solidly behind them whatever may come?

Do you really make as effective use of this fine guidance tool as you could or should?

What do we do now to get a running start . . .

. . . on the next weeks' work? From the student's point of view, Report Card Day should never be filled with surprises or fraught with disappointments. In a good marking system, he will know what the system is based on and what his progress has been to date.

One of the objectives of your class will undoubtedly be an evaluation and appraisal of what has been accomplished within the marking period. Wherein did "we" fall short? What should be our objectives in the period ahead? What do we do now?

- *As teacher*, you realize that such evaluation sessions are time-consuming but necessary to ultimate learning. The question, "What better could we be

doing with this period of time" (standard criteria for every day's procedure) will yield a bold, "Nothing." This is the best possible use you could make of this time before embarking on a new marking period.

Because you are a skillful teacher, you will utilize basic principles of teacher-pupil planning. You will see that the purpose of such evaluation is clear to the boys and girls, that whatever plan is devised will be flexible and adapted to the group. You will have carefully prepared for your part in this teacher-pupil planning. You will be a wise resource person, but not a dictator. You will skillfully aid the group to discover for themselves the best course of

action. You are prepared to sit tight and let them make some mistakes in procedure and judgment in order to develop their ability to evaluate, their sense of values, and their self-direction.

- *Co-operatively*, your students and you will evaluate the quality of the learning experiences just passed through and co-operatively plan for the new.

- *Individually*, each student will evaluate his own contribution to and participation in the learning experiences, and his growth and development as a result of such experiences.

Such evaluation of the activities of the marking period should lead to more effective growth in the new period and to more meaningful reports as well.

Comparing this class with others . . .

. . . is something that you probably just can't resist. Smugly, you gloat inwardly when your group surpasses national norms, when your students outshine those of the teacher across the hall. Unhappily, you try to make light of comparisons when your group is the one outclassed by either norms or neighbors — but, inwardly, you are troubled.

It might be better, however, to face squarely the fact that comparisons of different groups lacks validity. Two

groups of eleventh-grade typists may have nothing in common save that both groups are eleventh-grade students.

- *Comparisons* that might be more helpful are those that compare this class with the one you taught last term, or with another section of the same class. Before comparing, note factors that might have a bearing on progress and on validity of comparison: size of class, previous training, from where they come, hour of day, selectivity of the groups, etc. Any or all of these may

have bearing on the results or accomplishments of the groups.

You won't always be able to put your finger on just why you get better results one time than another; but, as long as you are trying to answer the "why's," you are on the right track. Keep on trying to find those answers. But, for goodness' sake, don't bog down in an analytical quagmire. Much more important is the job of keeping on teaching. Report-card time will catch up with you again before you know it.

Bookkeeping Students Say Their

... and research by Dr. F. Wayne House (University of

Poor students work harder on homework than do superior students

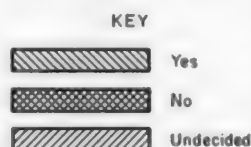
The writer made a close-up study of the homework habits and attitudes of 357 first-year bookkeeping students. He used (1) a questionnaire for all, (2) personal interviews as one group finished each chapter in its textbook, and (3) additional personal interviews now and then with another group. Each student kept records of the time invested in doing his assignments. Included in the records were time for studying, doing exercises, solving workbook problems, doing things over, etc.

When students averaged all their time records for all the assignments, we found that the average daily number of minutes ranged from 36 to 73 minutes, with a mean of about 50 minutes a day.

Who studied the most? The poorest students. The range of minutes-a-day averages was computed for each fourth (as

measured by final accomplishment) of the 357 learners. The top fourth—the fourth of the 357 who ended with the best marks—averaged between a high of 56 minutes a day to a low of 41 minutes a day. The bottom fourth ranged from a high average of 73 minutes a day to a low of 45 minutes. Detailed analysis shows that the bottom one fourth spent, on the average, 20 per cent more time each day on homework assignments than the top fourth did.

The amount of time required for assignments naturally varied at different points in the course. For example, one student averaged 60 minutes a day on one chapter but only 25 minutes a day on another. At the left is the key to the charts.

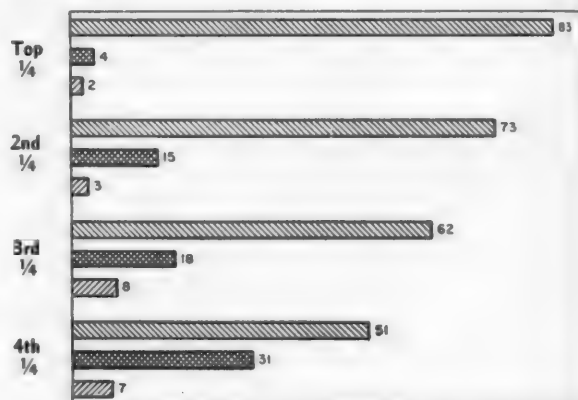


Many students don't or can't find time to finish their homework

The learners were asked whether they actually spent enough time on their assignments to complete them satisfactorily. The responses are charted, by quarters in class standing, here at the right.

Most of the students in the top fourth indicated *yes*, they did spend the time required by the assignments. The ratio of "yes" answers diminishes rapidly, while that of "no" answers increases—which is especially interesting in view of the fact that the students at the bottom actually spent much more time on their homework than did the top-fourth students.

Altogether, nearly a fifth of the students—some in each fourth, but proportionately more in the lower quarters—reported that they did not, or could not, give their assignments enough time to do them adequately.

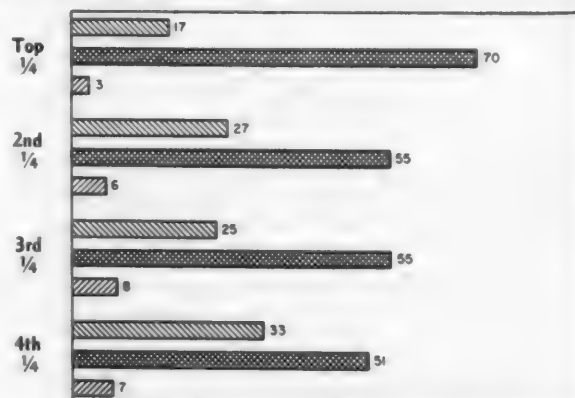


A quarter protest that the assignments are unreasonably long

When asked whether they thought the assignments given them were unreasonably long, slightly more than a fourth of the students ("yes" in the chart at the right) averred that they were spending more time each day on assignments than they thought was reasonable to expect of them.

The protest came from all groups—all four fourths in class standing—but the ratio is, as might be expected, highest among the students in the bottom quarter, who spend the most time doing their assignments.

Many teachers will take satisfaction in the fact that some 64 per cent of the students said *no* to the query, indicating that they had no quarrel with the length of assignments; but it is jarring to note that a third of the students undertake homework with a feeling of imposition and a keen sense of an unfair time requirement.



Assignments Are Too Long, Hard..

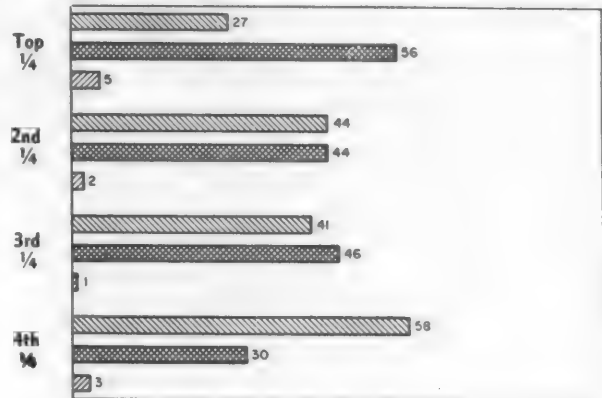
Nebraska) indicates that students may be right . . .

Nearly half spend more time on bookkeeping than on any other subject

In view of the obviously great amount of time spent on bookkeeping homework, students were asked whether they spent more time on bookkeeping assignments than on assignments in their other subjects. More than half the students said, "Yes, I do spend more time on bookkeeping than on assignments in any of my other courses"—which ought to be an eye-opener to bookkeeping teachers everywhere.

The "yesses" were most emphatic among the students in the bottom fourth, but—another eye-opener—they came from considerable numbers of students in each of the other fourths of the students, too.

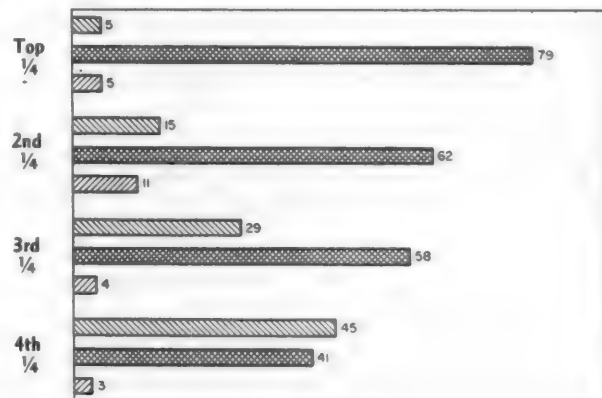
These particular data should be revealing to anyone who thinks of bookkeeping as an "easy" course or who wonders why the percentage of students who go on to second-year bookkeeping is so low.



More than a quarter find the assignments are difficult, too

Asked whether they thought bookkeeping assignments were really difficult (quite aside from the time they took), three-fourths of the students said, "No, they are not difficult." At first sight, that seems a satisfying answer; but second thought leaves one appalled at realizing that one out of every four students says that his homework is really difficult for him to do.

As is to be expected, the answers are fairly well in line with students' success in the course. Almost all the superior students said that assignments were not difficult, but half the bottom-fourth students said, "Yes, they are difficult." Nine times as many poor students as superior students (45 to 5) protested the difficulty of the assignments. The further down the list you look, the more there are who said, "Yes, they are difficult."



Length of assignments materially affects accomplishment

To determine whether the data in students' answers were truly significant, the writer applied the statistical Chi-square test to the responses of the top- and bottom-quarter students. He found that there was sufficient "significant difference" to warrant these conclusions:

1. There is a direct connection between a student's success in bookkeeping and his spending enough time on his assignments to complete what has been assigned.
2. There is a direct connection between a student's lack of success and his belief that his assignments take an unreasonable amount of time.
3. There is a direct connection between a student's lack of success and his spending more time on assignments in bookkeeping than on assignments in other subjects.
4. There is a direct connection between a student's lack

of success and his finding assignments to be difficult. If they're hard for him, so is the whole course.

In general, the length of the homework assignment was a significant cause of trouble to 40 per cent of the superior students and 70 per cent of those in the bottom quarter.

So, obviously, the time required for students to complete the assignments you give them is a critical factor in teaching bookkeeping. It is highly probable that your assignments are too long. Your students probably feel that they spend more time on bookkeeping assignments than they should. Your poorer students probably spend more time on homework than do your superior ones, notwithstanding the common allegation, "They won't work."

Do these data apply to your students? It's worth finding out. Ask the same questions in your classes!



Your Hands Stay Clean When You're . . .

Duplicating By "Azograph"

. . . And Erasures Are No Problem



UP TO NOW, copy for short-run duplicating jobs has been prepared with a master sheet and a carbon, or transfer, sheet impregnated with an aniline dye. Anyone who has done one of these jobs knows that the striking of a typewriter key or the pressure of a stylus on the first, or master, sheet causes a transfer of the dyed carbon to the reverse of the master sheet where it forms a deposit. He knows, too, that this deposit leaves a stain on anything it touches, and that an erasure generally calls for an operation with a sharp-edged instrument.

Now there is another way. A. B. Dick Company has just introduced its "Azograph."

Mechanically, It's the Same

Don't expect changes in procedure with the Azograph. There aren't any. You still have a master sheet and a transfer sheet, but the transfer sheet is coated with a light brown wax that contains the color-forming compounds. As before, pressure of the typewriter key or pencil transfers the coating deposit to the back of the master in reverse image—still a light brown in color. But when blank paper goes into the duplicator it is moistened with a colorless fluid that, when it comes into contact with the image on the matter containing the two color-forming components, brings out the image in a deep, legible blue on the blank paper.

So much for the process itself. What does it offer the school?

- The coating on the transfer sheet does not stain or smear. You can guess the effect on the morale of the operator who is used to having dirty hands. Furthermore, the money spent for special soaps to remove carbon stains is available for better use, as is the washing time saved.
- Normal pressure of a rubber eraser is all you need to correct errors—without stain.
- The master sheet will produce up to 100 copies each attractive and legible.

What Equipment Do You Need?

The Azograph master sheet cannot be used on most existing duplicating machines, because the fluid that combines with the brown wax to produce the blue color requires the use of different metals in constructing the machine. At present, two machines can do the job—an electrically operated machine just put into production by A. B. Dick (it can also be used for aniline-dye-process duplicating), and a hand-operated model introduced last year for aniline-dye duplicating which can be adapted to produce Azograph copy.

Don't File and Forget

A small-school business department that already has one or more duplicating machines is not, of course, going to throw them out in order to buy new machines. But, when you're considering adding to your equipment, or when trade-in time comes around, it may be time to think about the Azograph.

The key to shorthand accuracy and endurance is a speed reserve; so:

Here's How to Build Shorthand Speed . . .



• By Gregg's famous author-lecturer-demonstrator, Madeline S. Strony

1. Use EASY dictation material . . .

. . . throughout the speed-building campaign. If you do, students learn to write spontaneously (without pausing until they recall the perfect dictionary outline) by sound any word they hear and so will be able to write more difficult material when the occasion for it arises.

If speed is developed on material loaded with easy outlines, more time is available to the student to write any difficult words. The ability to write simple words fast (they become almost automatic) gives more time to write hard words.

2. Preview ALL speed dictation. . .

. . . whether it is at 60 or 160 words a minute. The material must be previewed—if it is not, then the take is a test and not a speed-building activity.

It is not too important whether the words are put on the board just for reading or whether they are read and then written (I prefer to have the class simply read them). Before each repetition of the dictation, however, the preview on the board should be read again, along with any additional words put on the board at the request of the class.

3. Be SURE they keep writing . . .

. . . no matter how far you step up the pace of dictation—but watch how far you do step it up! If your class can take dictation rather comfortably at 60 w a m, it is quite possible that your pyramid of repeated one-minute takes might be stepped up from 60 to 75 and then to 90 w a m. Suppose you do that—give a take for a minute at 60, then again at 75, then again at 90—and find that most of the students stop writing at the top speed before you finish the take; their failure may be due to many reasons:

- The dictation may be just too fast. Perhaps you should try 10-word steps instead of 15—that is, dictate at 60, 70, 80 instead of 60, 75, 90.

- The material may be too difficult. Perhaps you should try easier material or preview more extensively on the next round of dictation.

- Your accuracy requirement may be too high. Many teachers assure students "I want you to write and keep on writing, no matter how poor your notes may become" for the third, final speed-forcing dictation; then they contradict themselves by roaming the room, giving various students such admonitions as "You forgot to phrase," or "That word is a brief form," or "Why do you think we previewed that outline?" Reserve your accuracy standards for the fourth take—the drop-back dictation.

- Your voice may not be understood. Enunciation must be clear. There is a tendency to raise the voice, almost to shout, at higher speeds; but your voice should be calmer and lower as the pace gets faster and faster. If you cannot be heard, or if your voice is not understood, naturally the students will stop writing.

4. Concentrate on BRIEF takes . . .

. . . when building speed, preferably on takes of about one minute. If the goal of the class is to pass a five-minute take at 80 w a m, students can do it more easily and more surely if their speed is up to 120 w a m for one-half or one minute. But remember: each three-step drive (such as 60-75-90 on one selection of copy) must be followed immediately by a drop-back take (as, back to 75) for regaining control.

5. Do them over and over again . . .

. . . for, repetition, repetition, repetition is one of the major keynotes in building shorthand speed. Dictating four letters once each will not build speed; dictating one letter four times will.

Speed-development dictation must not be confused with dictation for mailable transcription. In the latter, the material is dictated once; and it may include from four to ten letters at one sitting.

6. Drop back for control . . .

. . . at the end of each speed-building dictation cycle. Forcing speed is essential in building higher shorthand speed—but so is writing for control.

This writer puts much emphasis on "writing for control" as a part of a speed-building program; but perhaps "writing for control" is not clearly understood. When writing for control, one does not write as fast as he can; instead, he writes only as fast as he must.

The notes written during dictation for control should be in the best shorthand style of which one is capable. The outlines are never drawn—they must be fluent. Suppose you were following the typical speed-building pattern of 60-75-90-75 on one-minute takes; students should not write their notes on the final 75 as fast as they had to on the 90—if they do, something is wrong: they do not understand what "writing for control" is. On the final drop-back writing, the students should be able to stay with the dictation and write rather accurate notes—notes that can be read quickly and easily.

7. Get endurance from speed . . .

. . . and not from practice on long takes. It is very easy to take dictation almost indefinitely at 80 or 90 words a minute if one is capable of 120 or 130 w a m for short periods, or to write long stretches at 100 if one can spurt to 140 or 150 w a m.

To say that "I am going to give my students many five-minute takes at 80 words a minute, to build their endurance" without striving to build a speed reserve high above 80 w a m will inevitably cause much fatigue, result in a very slow pace of improvement, and lead to poor notes and discouragement, which in turn may cause the student to drop out.

Notes become more accurate (both easier to write and to read) at the lower dictation rate when there is a margin, a reserve, of speed capacity.

8. Leave writing habits alone . . .

. . . because any effort to tamper with the student's natural writing style is sure to handicap him. By the time he reaches our class, his writing habits—slant, proportion, fashioning of characters—are well ingrained. You actually retard his development if you try to get him to write bigger or smaller than is his habit, or to change his backhand slant to a forward slant, or in other ways change his writing.

So long as proportion and fluency are maintained, he will progress in building shorthand speed.

9. Get "mailability" from speed . . .

. . . without confusing the standards applicable to "speed tests" versus "mailable transcript tests."

The goal of shorthand instruction is double: students must learn to take dictation at a fair rate of speed and to transcribe it mailably at a reasonable rate; both halves of the goal are most readily accomplished by building

a reserve of speed, since the reserve capacity makes it possible for the student to write accurate, "transcribable" notes.

But the matter of standards enters the picture. Many teachers have said to me, "Don't you think that the 95 per cent accuracy [required in the shorthand speed tests published in *Business Teacher* magazine] is really too low?" Then, usually before I can answer, the questioner continues, "I like to keep my people at 80 w a m until they can transcribe the test at 98 or 99 per cent, because no dictator could possibly accept a letter with 5 per cent of errors in it!"

True, no dictator would.

But the speed tests in *Business Teacher* are not tests for measuring mailability; they are tests to measure speed progression. It is better for the student to go up the ladder of speed to 100 w a m at 95 per cent accuracy (at which level writing at 80 is easy—the kind of notes that "spring almost of their own accord from the shorthand notebook to the typed transcript") than to linger on 80-w a m takes until he can pass them with 99 per cent accuracy. As he goes up the speed ladder at 95 per cent, the ability to take dictation for mailable transcription follows along, usually about 10 to 20 words a minute below the forced-speed rate.

Tests or takes for mailable transcription should be dictated well below the top speed of the writer. If your students can pass the 100-w a m test with 95 per cent accuracy, they'll have no trouble turning out fine work dictated to them at 80 or 90 w a m. On the other hand, if you hold their practice takes at 80, they will not build the essential speed reserve that brings accuracy and readability to the notes.

10. Keep the students relaxed . . .

. . . for, no one can write well if he is so nervous, so tense, that he gnaws his lips, pinches his pen, shifts his feet, slumps over his notes, dances his pen in the air between writing outlines. By challenge and cheeriness, by commendation and enthusiasm, by the right amount of drill given in the right way, by assuring the satisfaction of success to students, the teacher can keep a class avidly at work without building a tense atmosphere.

The teacher must, especially, avoid things that cause tension, such as (and this list serves, in a way, as a summary of the previous comments):

- Failing to preview the dictation material.
- Using material that is too hard.
- Giving dictation takes that are too long.
- Forgetting to repeat takes at higher speeds.
- Failing to force speed on short takes.
- Failing to "drop back" for controlled writing.
- Trying to measure two things in one dictation take.
- Pegging accuracy standards too high (for speed).
- Trying to change students' writing habits.
- Dictating too fast for too many students.
- Dictating without enunciating clearly.



A teacher who has 30 electrics asks a leading question:

Are You Still Hesitating about Getting Electric Typewriters?

Well, don't hesitate any longer. They are wonderful . . .*

. . . and we have both statistics and experience to back up the statement. For the past two years our high school has had 30 electric typewriters, thanks to a superintendent who is a typist, has his own electric machine, and is enthusiastic about it. Our students take two years of typing, twelve weeks of which—six each year—are on the electrics.

Using electrics has made a difference. In June, 1952, our first-year students, trained only on manuals, averaged 37.37 CWPM. In June, 1953, and again this year, our first-year students, having used electrics for six weeks during the year, averaged 45.2 CWPM. That is a gain of 7.83 wam—21 per cent. And we are talking

about not 15 or 30 students, but more than 800 students.

We now have many advanced students typing in the 80's. Last June, 141 beginners ended up with 40 or more wam with 3 or fewer errors on 5-minute tests.

We are salvaging students who might have been abysmal failures: Mike, for example, who made D's and F's on the manual machine and stepped into A's on the electric; and Guy, who was failing until he got on the electric—he ended the year with a perfect 40 wam.

Yes, electric typewriters make a wonderful improvement in classroom results. Don't let misgivings on *that* score make you hesitate.

Your superintendent has approved electrics for other departments . . .

. . . on the two-fold basis that, in *their* fields of instruction, electrics stimulate better learning and prepare students to use the kind of equip-

ment that they will probably use outside the school. The same premises hold true for typing instruction.

Teachers of home economics have been out in front of us for many years. Are they still pumping the treadle on their sewing machines? They've been using electric sewing machines for a long while. They use electric stoves in the

***SAYS EVELYN F. KRONENWETTER, AUTHOR OF THIS ARTICLE, WHO HAS BEEN TEACHING WITH ELECTRICS AT BRADFORD HIGH SCHOOL, IN KENOSHA, WISCONSIN, FOR THE PAST TWO YEARS**

foods classes; yes, and many are now using electric dishwashers, clothes dryers, washing machines, iceboxes, mixers, and—but you know!

In the industrial-arts classes, you see electric power saws instead of hand saws; you see students using *electric* sanding machines. The work *could* be done by nonelectrical machines or by hand, not that we suggest this.

Ironic touch: No hospital calls your school and asks for a dietician from June's graduates, but the food classes have electrics. Future homeowners do not ask for one of last year's shop students to come out and build a home for them, but the shop is electrified. Yet businessmen *do* call your school and ask for graduates

with marketable typing skill—is *your* training ground, your classroom, electrified?

Of course the "me, too" approach is not convincing; but the facts that justify electrification in the other departments support *our* request equally. It is undeniably true that using electric machines *does* improve the learning situation [this magazine has carried many "success stories" in addition to Miss Kronenwetter's statistics—*Editor*], and it is also undeniably true that more and more business firms everywhere are buying more electrics.

Your school administrator is "electric minded" these days. Don't let doubt on *that* score keep you from requesting electric machines.

If your "fears" are the usual ones, they'll be quickly dispelled . . .

. . . as soon as you start using the electric typewriters. Our experience now makes us laugh at some of the worries we had at first:

- "So much noise!" Nonsense. We teach with our classroom door wide open; and, to date, none of our neighbors has asked us to close it.

- "They'll break down." Hardly ever. No more than manual machines of the same age. It has cost us 28 cents a month for service on our electrics; cost for the same service on our manual machines is 39 cents a month—40 per cent more than for maintaining the electrics.

- "There's not *that* much difference in the feel of the keys!" Ah, there is. We had one of our Physics Department instructors do some measuring for us: It takes 2 ounces of energy to depress a key on the electric machine; it takes 2 pounds to activate a manual key. It takes 3 ounces pressure to return the electric carriage; it takes 15 pounds pressure to return the manual carriage. Multiply the differences by the number of keys tapped and the number of carriage re-

turns made in a typical lesson; see what it all adds up to!

- "I can't teach with them." Hardly anything is different when you teach with electrics, so far as your actual teaching activities are concerned. You still drill and explain and pep up and check papers. The basics are the same.

- "But they cost so much!" Yes, electric typewriters cost more (for a real jolt, though, compare the cost of a hand saw with that of an electric saw, or the cost of an egg beater with that of an electric mixer!)—about twice as much as a manual machine. We calculated the cost per pupil to give him 21 per cent higher skill: it came to \$1.71 per student, assuming that our machines last five years (and there is every indication that they will) and that they have no trade-in value at the end of that time. Allowing a 40 per cent trade-in value, which seems a reasonable guesstimate, at most it is costing about \$1 a pupil for electric equipment. You would not say *that's* "so much!" would you?

You really CAN count on the things "they say about electrics" . . .

. . . for, we have found that they do "come true" in the classroom. As a kind of "come on in, the water's fine" urging, let me summarize what we have found to be true:

- Students do type at a higher rate of speed than they attained with manual machines only.

- Students do type with fewer errors than they did when using only manual machines.

- Students, because they are successful, do like typing better. Ours ask permission to come in and do extra practice. They like it.

- The enthusiasm is not just "for something new." The revival of interest in typewriting in our school has been sustained among both teachers and learners, consistently.

- The electric typewriters have given us less maintenance trouble—and less cost for it—than have our manual machines.

- We find that students are able to switch back and forth between electrics and manuals with no appreciable difficulty.

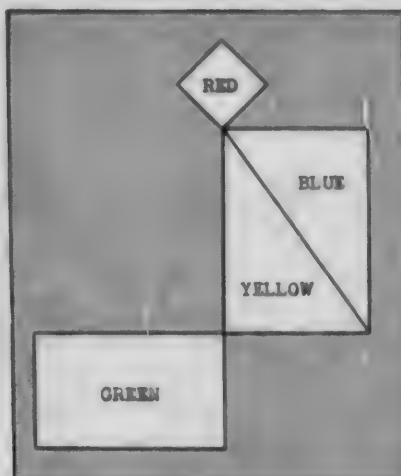
- We teachers like using the electrics; they cause us no teaching problems.

- Employers are already expressing pleasure at getting "electric typists." Our local papers now run want-ads that read, "Wanted: *electric typists*."

If you are hesitating about getting electric typewriters, I hope these comments encourage you; that is why this was written.

Employable Personalities . . .

. . . are what businessmen ask for and what business teachers are seeking to develop in their students. So, BEW last month presented four idea-loaded articles on the problem and continues now with three more



Anne arranges clay shapes . . . in pattern . . . then directs Betty in making similar pattern:

V. You Learn a Lot about Personality in a Lesson on "Giving Directions"

A HALF-DOZEN students in the back of the room climbed upon their chairs to see better. Several stood in the aisle. Everyone listened closely to Anne's directions and watched to see whether Betty could follow them in making an identical arrangement of shapes of colored clay.

Betty did it—in three minutes. Many of those watching smiled their approval. A few made notes of something for later discussion, for this was part of a dynamic lesson in that aspect of personality development that we call "improving human relations."

If you want a vehicle for teaching more understanding about the ways in

which humans react, try this revealing activity in your own classes.

Like a parlor game . . .

. . . you have to set the stage beforehand. For this particular effort you will need simply—

- Some colored clay, shaped in two sets of the forms shown in the chart above. Or, identical sets of children's odd-shaped blocks will do.

- Two sheets of paper, for covers.

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- Six members of the class. Let's call them Anne, Betty, Charles, Dave, Ed, and Frank (so that the first letters of the names are in sequence). You need six because there are three "rounds" in this game and you need two persons in each "round."

Ready for action . . .

. . . Anne and Betty comprise the first team. Anne will give directions, and Betty will follow them. This team is permitted to talk freely, although they cannot watch one another.

Charles and Dave make up the second team. Charles gives directions;

Dave follows them. In this round, Dave is limited to saying "yes" and "no."

Ed and Frank are the third team; Ed gives directions and Frank follows them, but Frank cannot speak to Ed about any of his instructions. Ed's only guide is an observer's nod indicating that Frank has or has not put a piece of clay as directed.

Before the game starts, place two chairs (preferably armchairs, but ordinary chairs will do if you also use a tray for each participant) back to back in the front of the room, both in clear view of the class.

On the arm or tray of one chair arrange pieces of clay in any simple pattern—the one in the chart on the preceding page is just an example. On the arm or tray of the other chair, put matching pieces of clay, but do not arrange them. Cover each set with a sheet of paper.

Starting the game . . .

. . . begins with a brief explanation that you are going to ask three groups to do an experiment in giving directions under different circumstances. Select six students and have them leave the room.

Next, direct the remaining students to take notes, not only on the problems the three groups will have in vocabulary and in finding a logical way to present directions, but also any evidences of exasperation or frustration. Appoint a student as timekeeper; allow 8 to 10 minutes for each round in the game.

Bring in two students—Anne and Betty. Seat them back to back, Anne at the chair where the clay shapes are prearranged, Betty at the other. Tell them that they may converse freely and that Anne is to give directions to Betty so that Betty may arrange her pieces of clay in the same patterns that Anne's are in—but without looking at Anne's arrangement.

Anne starts, "Place the green rectangle at the bottom of your working space with the long side of the rectangle as the base. Now take the yellow triangle and place its diagonal edge so that—"

"Wait," says Betty. "Say that more slowly. The diagonal edge, yes. . ."

They check back and forth until the two patterns agree. Time!

Now Betty's pieces are disarranged and both sets are covered with paper. The next team is called in, Charles and Dave; and after them, the third team comes in, Ed and Frank.

The follow-up discussion . . .

. . . is, of course, the heart of the lesson. Things that students will want to discuss include:

- Is the director or listener the more important person?
- How important was the opportunity for the listener to ask questions?
- What causes exasperation? Is it misunderstanding? Is it shared? How can it be prevented—on both sides?
- Are 1-2-3 directions sure to be followed in 1-2-3 order? Why not?
- Is simplicity important in explanations? Is simplicity enough?
- Is speaking over a radio or the school PA system like any one of the

games played? How so? So what, then?

- What can you do to establish cooperation with a working partner?

It's worthy training . . .

. . . because it answers directly the businessman's urging, "Teach students to get along with one another, to work with one another, to understand one another's reactions."

. . . and because it fits the need of all of us today, in this time when television and radio discussion programs, news stories, editorials, and political speeches all wistfully hum the same theme, "Can mankind learn to live and work together?"

VI. Even a Small School Can Make Big Efforts

OUR SCHOOL is a small one—just 150 students enrolled—several miles from the nearest metropolitan center; but we do not feel that our size or location excuses anything less than the fullest possible effort to build employable personalities. So, we make the effort.

Visitors have an impact . . .

. . . on students, we find. Just the other day, one of my clerical-practice students urged, "Oh, won't you ask Mrs. Wetzel back to talk to us again? She was really tops!"

She was, too. She was a teacher of public speaking and had talked about "Meeting the Public." She said the same things that are in the book and that I had said many times, directly or indirectly; but there is no room for doubt: a visitor, dressed for the occasion and well prepared for a formal presentation, has more impact on students.

Students listen and believe; but more, they study the visitor—his or her

clothes, accessories, posture, speech pattern—everything.

So we now have a formal pattern of inviting guest speakers. They are good enough to come, one a week, during an eight-week span when our clerical-practice seniors are emphasizing personal improvement; and each speaker talks about the aspect we are currently studying. Our business students are, of course, invited.

We have recently had, in addition to the speech teacher:

- A university instructor who talked about "Manners in Business."
- The manager of the local Social Security office.
- Credit manager of a large department store, several miles away.
- Office manager of a steel mill.
- A staff member from the state employment service office.

To get a speaker . . .

. . . I had found two organizations wonderfully co-operative: the National Office Management Association and Business and Professional Women.

For fullest value, it is important that the speaker know *exactly* on what to talk. You don't say, "Come and give the youngsters a talk on employment

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BUSINESS EDUCATION WORLD

interviews"; rather, you say, "Our class is talking about employment interviews, especially *what to wear* for them. Could you come and tell us of your reactions to the appearance of various job-hunters you have met?"

Let students "teach" . . .

. . . if you want to see young people grow up before your eyes. In our eight-week study of personality development, members of the class act in turn as instructor for three of the five periods per week:

- A period of discussion on some aspect of personal development; as, manners, emotional control, etc.

- Two periods, applying the new aspect in office production—while "getting out mail," "meeting the public," and similar routines.

(The other two periods—one is for clerical typing; the other is for listening to guest speakers.)

The "teachers" collect material, plan lessons, prepare leading questions, stimulate classmates into preparing skits and demonstrations, etc. They vie for the privilege. They dress the part, too, and act it with dignity—and enthusiasm.

A field trip is good . . .

. . . when it is purposeful; so, when we take our annual tour through the offices of a large insurance firm, the students divide into preassigned committees. There is, of course, one on the machines to be noted, one on office routines, but several committees on personality factors: on grooming, on decorum, on persons we meet, and so on.

So are service projects . . .

. . . because they carry genuine responsibility and enable the student to envision himself as a young adult doing really important work. Students grow up to the responsibility put before them. Ours:

- They compiled the district's school directory—names, addresses, phones of all concerned with the schools. It was double checked then duplicated.

- They publish the duplicated newsletter of the local B&PW, on which we make a modest profit—toward our field-trip expenses.

- They serve the school in many ways, all of which are correlated with class work and designed to encourage employable personalities.

VII. Personality Training Culminates When Getting Set for Job Interviews

EVERY BUSINESS TEACHER doubtless makes a sincere and direct effort, day in and day out, to help his students develop the employable personality that is an essential part of vocational qualification. Groups of business teachers in large high schools doubtless make a co-ordinated effort along these lines. But somewhere in the program there must be a final effort, one that ties together all that has gone before, all the projects of the department.

The right time and right place for such a final, culminating effort is in an intensive unit on "Getting Your Business Job," conducted for a period of about two weeks, ending a month or so before the end of the school term.

With graduation impending, students are then avidly concerned with putting their best foot forward; they will read and study and practice and discuss their problems of grooming, speaking, and presenting credentials. They will draw on all they have been told, listen carefully to advice, and sincerely try to follow suggestions. They are "ready" for development.

The unit should . . .

. . . serve many goals and purposes. Basically and practically, it hopes to improve students' chances of getting an appropriate position by helping them learn what to wear, to say, to do when applying for a job. It hopes to reduce their nervousness and trepidation through knowledge. It aims to help students present "their best foot forward."

But the unit is also weighted in the direction of personal development—a final "polishing," as it were, of poise, appearance, voice, etc.

The unit should make the student specifically aware of the attitudes, skills, and habits that employers seek in job applicants; indeed, it is through these understandings that the final impetus for personality improvement is developed.

It should cover . . .

. . . both general attributes of all job seekers and specific techniques for getting and starting employment. Some of the facets of study that have been most fruitful in our school are:

- A review of grooming in general and interview dress in particular.

- A review of receptionist techniques in general and practice in meeting the receptionist in the employment office.

- A review of voice and pronunciation in general and practice (with the aid of a tape recorder) in talking as one would in an interview.

- A review of business duties in general and students' specific qualifications for performing them.

- A review of business manners in general and specific practice in applying them (how to make and acknowledge introductions, for example).

- A study of applications, both personal and written; and of personal résumés, references, etc.

At a glance, it is obvious that most of these activities do deal directly with personality, indicating how rich this unit is in setting the stage for personal growth.

Teaching techniques include . . .

. . . the full, wide variety of procedures by which all of us stimulate students to investigate, to evaluate, then to absorb, their findings. Techniques that we have used repeatedly and successfully in our school are:

- Having guest specialists talk to our seniors. Each visitor is asked to

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Some Resources for . . .

If you have back copies of *Today's Secretary*, have students report on—

"Clothes Count When You Apply for a Job"	May, 1951, p. 410
"Do You Act Like a Secretary?"	April, 1953, p. 404
"Do You Look Like a Secretary?"	April, 1953, p. 401
"Do You Sound Like a Secretary?"	April, 1953, p. 403
"Do You Think Like a Secretary?"	April, 1953, p. 402
"Good Grooming" (rating chart)	April, 1951, p. 364
"Interview Inspection" (check list)	May, 1952, p. 420
"Job Shopper or Job Hopper?"	April, 1954, p. 21
"Man's-Eye View of Office Manners"	February, 1951, p. 265
"Preening for Promotion"	January, 1951, p. 228
"Preinterview Check List"	April, 1954, p. 22
"Selling Yourself to Your Future Boss"	May, 1951, p. 407
"There's a Right Way to Answer An Ad"	May, 1951, p. 411
"What's Your Etiquette Quotient?"	April, 1951, p. 362
"Winning Promotions"	March, 1954, p. 21
"You Answer the Want Ad"	May, 1953, p. 455
"You Apply for a Job"	May, 1951, p. 402
"You Get the Interview"	May, 1953, p. 456

And have them report on "Personality" and "Jobs" units in these books

<i>Applied Secretarial Practice</i>	Gregg: NYC, 1953
<i>Business Behavior</i>	South-Western: Cincinnati, 1941
<i>Clerical Office Practice</i>	South-Western: Cincinnati, 1950
<i>College Secretarial Practice</i>	Rowe: Baltimore, 1946
<i>College Secretarial Procedures</i>	Gregg: NYC, 1953
<i>Effective Secretarial Practices</i>	S-W: Cincinnati, 1949
<i>Etiquette in Business</i>	Gregg: NYC, 1948
<i>Fitting Yourself for Business</i>	McGraw-Hill: NYC, 1954
<i>General Clerical Procedure</i>	Prentice-Hall: NYC, 1951
<i>How to Find and Apply for a Job</i>	S-W: Cincinnati, 1947
<i>How to Get the Job</i>	Science Research Assoc.: Chicago, 1949
<i>How to Improve Your Personality</i>	Gregg: NYC, 1942
<i>Personal and Clerical Efficiency (Ado.)</i>	Gregg: NYC, 1950
<i>Personality and Human Relations in Business</i>	Gregg: NYC, 1953
<i>Secretarial Efficiency</i>	Gregg: NYC, 1948
<i>Secretarial Office Practice</i>	S-W: Cincinnati, 1954
<i>Secretarial Practice for Colleges</i>	S-W: Cincinnati, 1954
<i>Secretary at Work, The</i>	Gregg: NYC, 1952
<i>Seven Keys to Getting and Holding a Job</i>	McGraw-Hill: NYC, 1942
<i>What Do I Do Now?</i>	Gregg: NYC, 1940
<i>Your Personality and Your Job</i>	Science Research Assoc.: Chicago, 1942
<i>Your Voice and Speech</i>	Prentice-Hall: NYC, 1953

And a special note . . .

The lists on this and the facing page are heavily weighted with materials in the secretarial and job-application fields because personality factors have been treated in them more extensively and more practically—for students' immediate purposes—than in psychology, management, and other books. Few, if any, of these listings are of interest exclusively to secretarial trainees.



McGraw-Hill Textfilm Photo

Filmstrips give dramatic do-and-don'ts counsel that usually affects students.

speak on a narrow, specific subject; and we make certain that students are ready for him, are with him, and are eager to discuss later what he said.

- Having committees of students, in rotation, prepare special bulletin-board displays on such themes as—

- Dressing for the Interview
- Filling Application Forms
- Reading the Want-Ads
- What to Ask about a Job
- How to Take an Employment Test
- How to Arrange a Résumé
- My Personal Grooming Check List

- Using films and filmstrips. The adjacent listings indicate many excellent ones commonly used.

- Giving reports. Many magazines, and especially each spring's issues of *Today's Secretary*, publish fine articles on job-getting problems; and we have found it profitable to have students report on such articles. The student who reports is the "expert" who leads the subsequent discussion.

- Using a tape recorder. Our students record their voices, sometimes using test material (such as "Do You Sound Like a Secretary?" from the April, 1953, issue of *Today's Secretary*) and sometimes interviewing one another. The play-backs always alarm and startle students; you would be surprised at how much better the re-take recordings sound!

- Dressing the part. When we talk about job and interview grooming, we have groups of students, each in turn, come to class dressed "ready for an interview"; and then and there we have a "good-grooming clinic."

- Holding practice interviews. We



University of Iowa photo

Visiting speakers (like Miss Goldina Fisher, above) have big impact, too.

start by the teacher's participating as the interviewer and a student as the job applicant; it is a kind of dramatization, and it teaches a lot. Practice of this sort is followed by having faculty members act as interviewers; and then we persuade a friend or two in personnel work to come in and conduct more interviews for and with us. After students have observed the routine of an interview, we pair them—repeatedly, in different combinations—and let them conduct interviews with one another.

One special feature . . .

. . . of our program is the preparation of a master check list of things to do and to remember when going for an employment interview. It varies each year, for the work of developing the list is as important as its actual usefulness; but, in general, it covers such things as—

- First impressions (appearance)
- Materials to take along
- Interview timetable
- Meeting the receptionist
- Meeting the interviewer
- Taking an employment test
- Following up the interview
- Your record of the interview
- Accepting and declining jobs
- Bread-and-butter notes
- Reporting to work
- Getting oriented to the new job

We feel that our final "personality push" does much to polish the employability of our students; many employers have commented on the superior poise of our students when applying for jobs.

... Personality Studies

Try these motion-picture films . . .

<i>Body Care and Grooming</i>	McGraw-Hill ¹
<i>Bookkeeping and You</i>	Coronet ²
<i>Careers for Girls</i>	McGraw-Hill ¹
<i>Duties of a Secretary</i>	
Underwood Corp., 1 Park Ave., New York 16	
<i>Finding the Right Job</i>	Coronet ²
<i>Finding Your Life Work</i>	
Association (YMCA) Films, 347 Madison Avenue, New York 17	
<i>Getting a Job</i>	EBF ³
<i>Good Grooming</i>	
Castle Films, 1445 Park Ave., New York 22	
<i>Hello Business</i>	Dictaphone ⁴
<i>How to Be Well Groomed</i>	Coronet ²
<i>How to Keep a Job</i>	Coronet ²
<i>I Want a Job</i>	
Forum Films, 649 South Olive St., Los Angeles	
<i>I Want To Be a Secretary</i>	Coronet ²
<i>Office Teamwork</i>	EBF ³
<i>Personal Qualities for Job Success</i>	Coronet ²
<i>Posture and Personality</i>	
Social Science Films, 4030 Chouteau Avenue, St. Louis 10	
<i>Secretary's Day, A</i>	Coronet ²
<i>Telephone Courtesy</i>	American Telephone &
Telegraph Company, Film Division, 195 Broadway, New York 7	
<i>What's an Office, Anyway?</i>	Dictaphone ⁴
<i>You and Your Work</i>	Coronet ²

Try these easy-to-handle filmstrips . . .

<i>Adjusting to the Job</i>	McGraw-Hill ¹
<i>Finding the Right Job for You</i>	McGraw-Hill ¹
<i>First Job, The</i>	McGraw-Hill ¹
<i>Getting a Job and Keeping It</i>	Young America Films ⁵
<i>Getting the Job</i>	McGraw-Hill ¹
<i>How to Apply for, Win, and Advance on the Job</i>	Society for
Visual Education, 1345 West Diversey Parkway, Chicago 14	
<i>Ideal Secretary, The</i>	McGraw-Hill ¹
<i>Introductions in Business</i>	McGraw-Hill ¹
<i>Job Growth</i>	McGraw-Hill ¹
<i>Miss Do and Miss Don't (Grooming and Behavior)</i>	BEVA ⁶
<i>Secretarial Attitudes</i>	McGraw-Hill ¹
<i>Secretarial Co-operation</i>	McGraw-Hill ¹
<i>Secretarial Etiquette</i>	BEVA ⁶
<i>Secretaries with Wings</i>	BEVA ⁶
<i>Secretary as a Receptionist, The</i>	Young America Films ⁵
<i>Selling Yourself to an Employer</i>	McGraw-Hill ¹
<i>Why Etiquette in Business</i>	McGraw-Hill ¹
<i>You Want to Look Right</i>	McGraw-Hill ¹

Better get audio-visual catalogues from these . . .

- ¹McGraw-Hill Textfilm Department, 330 West 42d St., New York 36
- ²Coronet Instructional Films, Coronet Building, Chicago 1
- ³Encyclopedia Britannica Films, Wilmette, Illinois
- ⁴Dictaphone Corporation, 420 Lexington Ave., New York 17
- ⁵Young America Films, 18 East 41st St., New York 17
- ⁶Business Education Visual Aids, 104 West 61st St., New York 23

Projects in General Business (15-17)

ACTIVITY CLASSIFICATION

UNIT: BUYING A HOME*

Activities leading to an understanding of the basic nature of business and business services

1. Display: Pictures and plans of homes, from magazines.
2. Montage: Scenes of home construction, new projects, etc.
3. Chart: Prices of homes listed for sale in newspapers.
4. Visitor: Realtor tells how homes are bought, financed.
5. Report: Size and nature of new homestead projects.
6. Panel: Where our town's next expansion will be.

Activities leading to an appreciation of the place and importance of business in community life

7. Contest: What homes are made of, where from.
8. Map: Of community, showing new realty developments.
9. Interview: Mayor tells of city expense and services involved in a community expansion.
10. Poster: Distribution of family income into a community when it buys a home, gets services, etc.

Activities that help students understand that we are all dependent on one another's services

11. Panel: How are home purchases financed? why that way?
12. Visit: To lumberyard, etc., to see work done there.
13. Assignment: Speculate on how community development would be stalled if no credit could be given.
14. Chart: Number construction agencies in phone book.
15. Poll: How many parents work in building trades.

Activities that train students to fulfill the role and the responsibilities of an American consumer

16. Reports: What is quality in . . . (wood, wiring, etc.).
17. Interview: What home buyers like especially about their new homes, or wish they had in them.
18. Panel: Should a young couple buy or rent a home?
19. Skit: "Mama wanted more cupboards."
20. Newspaper Summation: Scandals in home sales.

Activities that help students explore business and other careers related to the unit topic

21. Flannel Board: Who helps build a new house?
22. Report: How realtors are paid, and why that way.
23. Diagram: Who got the \$10,000 paid for a new house?
24. Pantomime: Echo (like the nail of the shoe of the horse under the general) of a decision to buy a home.
25. Career Report: How my dad helps folks have homes.

Activities that help students improve, and want to improve, their mastery of the personal-tool skills

26. Problems: In commission, measurement, area, budgets.
27. Drawing: The home I'd like to have.
28. Chart: Cost of furnishing each of several rooms.
29. Spelling Bee: On vocabulary of home ownership.
30. Graph: Changes in costs of materials are substituted, such as brick for wood, aluminum kitchens, etc.

Activities that guide students in evaluating and improving their personal traits and attitudes

31. Poster: Personal requirements for building occupations.
32. Research Report: Do builders, lumbermen, etc., ask for same personal traits in staff as do realtors?
33. Clinic: What building careers are for our "type."
34. Written Paper: What I'd expect in a realtor (or other).
35. Visitor: To whom will banks lend money for new homes?

* Based on an article by E. C. McGill in the January, 1951, BEW, page 250.

Interesting things you can have students do to enrich their experience while studying these three topics . . . end of a series that started here last March . . .

UNIT: USING MONEY WISELY*

UNIT: CHECKING SERVICES*

1. Exhibit: Budgeting, money-management, "how to buy" booklets, etc., provided by business firms.
2. Display: Money-control items from local newspapers.
3. Interview: How local store helps customers budget.
4. Poster: Money services our family used this month.
5. Report: How you get money from a small-loan firm.

1. Poster: Huge check, with each part identified.
2. Display: Types of checks used in our community.
3. Report: Evolution of modern checking form.
4. Graph: Charges on checking accounts in local banks.
5. Montage: How checks are used (pictures).
6. Report: Travelers checks, letters of credit, etc.

6. Survey: Extent to which families use credit, watch for sales, borrow funds, save for things, etc.
7. Visit: To see customer services at big local store.
8. Report: On local credit bureau, BBB, etc.
9. Visitor: Bank executive, on wise use of money.
10. Montage: Source of money services in community.

7. Map: Location of banks in our community.
8. Visit: Committee visits bank to see how a check is processed, how account is opened, etc.
9. Skit: If our community had no banking services.
10. Report: How banks pay for checking services.
11. Current Events: Checking services in the news.

11. Interview: At appliance store, on how many persons buy radios, TV sets, etc., on credit vs. cash.
12. Flannel Board: When it is wise to buy on credit.
13. Report: If each of us had \$50 to spend, who in our community would care how we spent it?
14. Poll: Do our parents budget? why? on what items?

12. Survey: Parents (and students?) using checking services—where, how many checks a month, etc.
13. Report: Businessmen's use of pay (and other) checks.
14. Skit: Grandma wouldn't trust the First National.
15. Diagram: Circulation of a check in a community.
16. Poster: Uses of the stub in the checkbook.

15. Assignment: List your (personal) future fixed needs, flexible needs, present needs, past needs to be paid.
16. Report: Sources of information about . . .
17. Diagram: "Bargains" that are and are not.
18. Clinic: How we can help our parents save money.
19. Poster: Which to buy (conflicting ads on a product)?

17. Dramatization: How to start a checking account.
18. Drill: Filling in blank (workbook?) checks.
19. Visitor: How we detect forgeries in signatures.
20. Panel: How much money should a young person have coming in regularly to justify a checking account?
21. Poster: Key factors to safeguard on your checks.

20. Poll: Parents working in money-service careers.
21. Skit: A small community needs a source of money.
22. Talk: Kinds of employees in our credit department.
23. Analysis: Requirements of secretary in loan agency.
24. Visit: To travel agency, bookstore, etc.
25. Report: Who handles my church's finances?

22. Report: How many bank employees are involved in handling any one checking account? what do they do?
23. Demonstration: Using a check-writing machine.
24. Montage: People writing, mailing, etc., checks.
25. Diagram: Stepladder of advancement in banking.
26. Interview: With a bank employee, about his duties.

26. Arithmetic Bee: Making change (mentally, of course).
27. Problems: Interest rates, cost of credit, etc.
28. Drill: Filling in credit-application forms.
29. Demonstration: Using adding machine, etc.
30. Report: Anecdotes on parents' being shortchanged.
31. Display: Budgets for members of our class.

27. Contest: Our signatures (judged by local banker).
28. Drills: Stub problems, savings interest, etc.
29. Chart: The vocabulary of checking services.
30. Panel: What skills are most important in using one's checking account? in working with others' money?
31. Drill: In writing figures correctly and rapidly.

32. Dramatization: No one trusts Sloppy Joe.
33. Clinic: Do our clothes represent wise purchases?
34. Create Rating Scale: On qualities important for success in any money-service department.
35. Contest: To determine students in group who are most trusted, least likely to be shortchanged, etc.

32. Panel: Which of us are particularly eligible for a job handling money—or our own money?
33. Visitor: Importance of accuracy in my work.
34. Field Trip: How bank workers dress, etc.
35. Dramatization: Contrasting a neat, polite bank teller with one so rude that he drives away customers.

*Based on an article by Sylvia Shires in the April, 1951, SEW, page 408.

*Based on an article by Dr. Alan C. Lloyd in the October, 1947, SEW, page 98.

If you were to ask this girl—or one of your students—how fast she can transcribe from recorded dictation, she would probably estimate her speed in terms of so-many discs or belts or lines or letters an hour, for there has not been a common way of easily converting performance into words a minute. Now a teacher* suggests a practical classroom procedure for . . .



Measuring Speed in Machine Transcription

BECAUSE of the lack of a uniform method of calculating machine-transcription speed, I, like thousands of other business teachers, have found it difficult to standardize on a means of evaluating my students' performance. In my classroom, where students rotate on a fixed schedule so that they become familiar with each of several transcribing machines, my evaluation problem was further complicated: no two students were using the same make of machine or same type of training disc or cylinder belt at the same time.

I wanted some method akin to the facile one everybody uses in a type-writing class—something easily convertible to a words-a-minute basis. Why? Because I felt certain that, with such a basis, I could give daily timed writings and have students make graphs recording their speed and accuracy; and thus I could attain that desirable pressure for growth that comes from measured progress.

Using standardized settings . . .

. . . proved the answer to the problem. I have all students take their timed writings on letters of average

length, which justify using a 5-inch line of writing (60 spaces, elite; 50 spaces, pica) for good letter placement. Students are permitted to listen to the recording before starting the timed writing; while doing this, they adjust their machines and get ready for the timed effort.

At a given signal they begin to transcribe. At first, students type in manuscript form, without setting up the letters; later on, they must arrange the letter as they type it.

When they have finished the timed interval, they compare their work with the key in their training manual and compute their speed:

- They count the number of lines typed. When typing in manuscript arrangement, they combine fractional lines (as at the ends of paragraphs and at the end of the writing). When typing in letter arrangement, they are permitted to count each fractional line and each special line (date, inside address, closing) as a whole line.

- They multiply the number of lines

by the average number of words they get to a line (pica, $50 \div 5 = 10$; elite, $60 \div 5 = 12$), thus arriving at a gross number of words.

- They divide the gross number of words by the number of minutes to get their words-a-minute rate.

The students mark on their papers the gross words-a-minute rate and the actual number of errors; thus, $36/3$ would be 36 w a m with 3 errors. They also record their accomplishment on a progress-record form, just as typing students record it.

A whole new procedure . . .

. . . is opened up by this plan of using words-a-minute scores. Now it becomes possible to have daily timed writings, with all the pressure they bring to bear on performance.

It is possible to chart growth and then to establish norms for evaluating students' accomplishment. And how much harder the students work! They want to know how fast they are writing; they like to compare their typing and transcribing speeds (which are not far apart at the end of our training program); they like to race themselves—"push up" their graphs.

As might be expected, we now have a regular program of timed writings, advancing in length steadily and systematically from many 1- and 2-minute efforts up to 10-minute efforts.

The result has been much better accomplishment, not only in terms of words a minute but also in terms of mastery of machine controls.

*RALPH E. BRUNO
Edison Technical School
Seattle 22, Washington

READY - TO - USE TESTS

Test 2 on Elementary Bookkeeping Theory

DR. HARRY HUFFMAN
Virginia Polytechnic Institute

THE FOLLOWING TEST is the second of a special new series prepared for BEW readers by Dr. Harry Huffman. Permission to duplicate the test for classroom use has been granted. It may be administered about the end of October to any beginning bookkeeping class; it is independent of any textbook. It contains 50 objective questions; so, it may be scored either by the point system (2 points for each correct answer) or by the normal-curve distribution of scores. Correct answers are indicated in *italic type*.

BOOKKEEPING TEST 2

This bookkeeping test covers the introduction to the journal, the journal entry, the process of journalizing, and the relation of the journal to the ledger.

Section 1

Read each statement and then circle *True* or *False* to indicate whether the statement is correct or incorrect.

1. An example of a transaction is the exchange of money or a promise to pay money for goods or services. . . . *True False*
2. Journalizing means so recording a business transaction that the debit part is separated from the credit part. . . . *True False*
3. A ledger is a book containing accounts. . . . *True False*
4. A journal is a book of original entry for the recording of transactions. . . . *True False*
5. The process of recording transactions in a ledger is known as journalizing. . . . *True False*
6. Posting is the process of transferring information from the ledger to the journal. . . . *True False*
7. A ledger is a book of original entry. . . . *True False*
8. To show that information has been transferred from the journal to the ledger, we write the number of the ledger page in the Posting Reference column of the journal. . . . *True False*
9. We record transactions in the journal in chronological order. . . . *True False*
10. We record transactions in the ledger before we record them in the journal. . . . *True False*
11. We can use the journal to determine what transactions took place on any particular date. . . . *True False*

HAVE YOU A TEST . . .

. . . that you developed yourself, tried out successfully on your students, and are willing to share with other teachers? If so, send it in. Be sure to indicate the correct answers. BEW will pay \$10 for each test accepted for publication. It must deal with just one topic, may be on any business subject, and must be usable with any and all textbooks in the subject. Permission for teachers to duplicate your test must be expressed.

12. An account is a record in which we keep all the information about the increases and decreases concerning a particular asset, liability, or proprietorship. . . . *True False*
13. We may record a transaction by the means of two credits. . . . *True False*
14. We always analyze a transaction so that the debits are equal to the credits. . . . *True False*
15. We make an opening entry in the journal by crediting all the assets. . . . *True False*

Section 2

Study each of the transactions below and determine the debit and credit for each. Write the letter of the debit account or credit account in the space provided.

- | | |
|---------------|---------------------------------------|
| (A) Cash | (D) M. T. Stone (Accounts Receivable) |
| (B) Equipment | (E) M. O. Gordon, Capital |
| (C) Rent | (F) C. Wilson Co. (Accounts Payable) |

Debit Credit

- Example: M. O. Gordon, the proprietor, invests cash in his business A E
- 16-17. Received cash from M. T. Stone, on account A D
- 18-19. Paid cash for equipment B A
- 20-21. Bought equipment on account from C. Wilson Co. B F
- 22-23. Paid cash on account to C. Wilson Co. F A
- 24-25. Paid cash for rent C A
- 26-27. Returned some equipment to the C. Wilson Co. F B
- 28-29. M. O. Gordon invests additional cash in his business A E

Section 3

Study the statements below, then select the word (from the group above the statements) that the statement best explains. Write the key letter of the word in the space provided.

- | | |
|-------------|------------------------------|
| (A) Account | (G) Journal entry |
| (B) Debit | (H) Journalizing |
| (C) Credit | (I) Business transaction |
| (D) Ledger | (J) Double-entry bookkeeping |
| (E) Posting | (K) Posting reference |
| (F) Journal | (L) Trial balance |
30. A book of original entry F
31. A book in which accounts are kept D
32. An exchange of money or a promise to pay money for goods or services I
33. An entry on the left side of an account B
34. An entry on the right side of an account C
35. The process of deciding the debit part and the credit part of a transaction H
36. The actual record of a transaction in a journal G
37. The process of transferring information from the journal to the ledger E
38. Referred to when we want to see where information came from in an account K
39. Used in bookkeeping to summarize the increases and decreases in an asset, liability, or proprietorship A

Section 4

Complete each of the following statements by writing either the word *debit* or *credit* in the space provided.

40. We post an increase to the Cash account as a *debit*
41. We post a decrease in Accounts Payable as a *debit*
42. We post an increase in Accounts Receivable as a *debit*
43. We post an increase in the Capital account as a *credit*
44. We post an increase in the Equipment account as a *debit*
45. The balance of the Cash account is a *debit*
46. The balance of an Accounts Receivable account is a *debit*
47. The balance of a Customer's account is a *debit*
48. The balance of the Capital account is a *credit*
49. The balance of an Accounts Payable account is a *credit*
50. The balance of a liability account is a *credit*

A Diagnostic Test in "Transcription English"

ELLEN KRUGER

Minnesota School of Business, Minneapolis

THE TEST given here has proved to be a helpful instrument for (a) making transcription students aware that English mastery is of critical importance in transcription and (b) indicating to them their weaknesses—where to start corrective study. I have found that use of the test is most effective when introduced early in the course, four or five weeks after its start—late enough for class routines to be well established, yet early enough to leave time for doing something about the weaknesses revealed.

By tallying the number of incorrect answers to each question, a teacher can readily see where the class as a whole needs improvement most. For example, using the test on 70 students showed me that three-fourths of them were weak in word division, two-thirds were obviously at sea when trying to decide whether to use figures or to write numerals out, and two-thirds were much too uncertain about the uses of the apostrophe. Then I knew what to do, and so did my students.

[Permission is granted for teachers to duplicate this test for use in their own classrooms. Answers the author has found correct or preferred are indicated in italics. —Editor]

Underline the expression that represents correct form for use in the sentence in which it appears:

1. We sell only (a) *highgrade* (b) *high-grade* (c) high grade merchandise in this store.
2. We give discounts ranging from (a) five to twenty per cent (b) 5 to 20 per cent (c) five to twenty percent.
3. I am sorry we do not have Style (a) *No. 418* (b) no. 418 (c) Number 418 in stock.
4. Your assignment is to read the article entitled (a) "The Characteristics Of An Efficient Salesman" (b) "THE CHARACTERISTICS OF AN EFFICIENT SALESMAN" (c) "The Characteristics of an Efficient Salesman."
5. We plan to (a) *canvass* (b) canvas (c) canvass our staff.
6. The directions say: (a) "Connect the wires in the kitchen". (b) "Connect the wires in the kitchen." (c) connect the wires in the kitchen.
7. We will insert one (a) add (b) adv. (c) *ad* each day.
8. The word *knowledge* should be divided (a) not at all (b) after the *w* (c) *after the l*.
9. We believe the Government will lower the cost of (a) *workmens* (b) *workman's* (c) *workmen's* compensation.
10. We handle furniture for both (a) living-room (b) livingroom (c) *living room* and bedroom.
11. It will take (a) two-years' (b) *two years'* (c) two year's time to complete the project.
12. If you want a position, you will have to apply to our (a) *personnel* (b) personal (c) *personale* department.

13. Use a new (a) *letterhead* (b) letter-head (c) letter head.
14. We give credit (a) some-times (b) *sometimes* (c) some times.
15. Look at the (a) show-room (b) *showroom* (c) show room.
16. We sell wearing (a) *apparel* (b) *aparell* (c) *aparrel*.
17. We need a (a) Bill Of Lading (b) Bill-of-Lading (c) *bill of lading*.
18. My (a) *semianual* (b) semi-annual (c) semi annual report is ready for duplicating.
19. You are invited to visit (a) *our new headquarters* (b) our new head-quarters (c) our new head quarters in New York.
20. I enclose (a) a \$5 bill (b) a five-dollar bill (c) a 5-dollar bill, to settle the account.
21. I am in the (a) two year (b) two years (c) *two-year* tenure.
22. Doctor Smith has a (a) P.H.D. (b) P.h.D. (c) *Ph.D.* degree.
23. I will arrive before (a) 9 a.m. (b) nine A. M. (c) 9 AM.
24. Have you visited our (a) *childrens* (b) *children's* (c) *childrens* department in the basement?
25. Mark the date on a (a) callendar (b) *calendar* (c) calender.
26. It costs (a) 95¢ (b) \$.95 (c) 95 cents.
27. We'll send the book (a) c.o.d. (b) c-o-d (c) C. O. D.
28. Our system will bring about a more rapid (a) *turnover* (b) turn over (c) turn-over of your stock.
29. We need a new (a) vicepresident (b) *vice-president* (c) vice president.
30. He is a member of our (a) Sales Promotion department (b) sales promotion department (c) *Sales Promotion Department*.
31. Get those (a) *blueprints* (b) blue-prints (c) blue prints.
32. We will need four more (a) 30" x 60" doors (b) thirty-by-sixty-inch doors (c) thirty-inch by sixty-inch doors.
33. We use (a) *laborsaving* (b) labor-saving (c) labor saving aids.
34. I have the new (a) *yearbook* (b) year book (c) year-book.
35. The (a) *upkeep* (b) up-keep (c) up keep is much too high.
36. Your account is long (a) *overdue* (b) over-due (c) over due.
37. It is (a) *altogether* (b) *altogether* (c) all together too fine for us to use in the storeroom.
38. He joined the (a) *Forty-third* (b) 43d (c) 43rd Division.
39. I hear that (a) Adams & Adamson Inc. (b) Adams & Adamson Incorp. (c) *Adams & Adamson, Inc.*, is moving to Chicago.
40. I live on (a) 5th Ave. (b) *Fifth Avenue* (c) 5th Avenue.
41. I paid interest at (a) five per cent (b) 5 percent (c) 5 per cent on the money I borrowed from them.
42. (a) Its (b) *It's* (c) Its' unusual for him to arrive late.
43. Did you note the new store front at (a) *Jensen & Field's* (b) Jensen's & Field's (c) Jensen & Fields?
44. Her age is (a) 38 years (b) thirty-eight yrs (c) *thirty-eight years*, she says.
45. We take no orders for less than (a) *carload* (b) car-load (c) car load lots of stoves.
46. Everything will be (a) alright (b) all-right (c) *all right*.
47. We met at my (a) *societie's* (b) *societies'* (c) *society's* luncheon last Friday.
48. He worked for us from (a) Sept. 15, 1947 to Nov. 18, 1951. (b) *September 15, 1947, to November 18, 1951.* (c) September 15th, 1947 to November 18th, 1951.
49. We are going to move to (a) 455 South 7 Street (b) 455 South 7th St. (c) *455 South Seventh Street* next week.
50. We used to be located at (a) 686 North 60 Street (b) 686 No. 60th Street (c) *686 North Sixty-Ninth Street*.

Awards Test No. 2 on Mailable Transcripts

FLORENCE E. ULRICH
Director, Gregg Awards Services

THIS MONTH'S Mailable Transcripts test includes three letters. Each is to be dictated at 80 words a minute. Students have an opportunity to qualify for two awards—either or both of the first two in the four-step awards ladder:

Award	No. of Letters	Dictation Speed	Transcription Speed
1. Progress	2	80 wam	15 wam
2. Accomplishment	3	80 wam	18 wam
3. Accomplishment	3	80 wam	20 wam cc*
4. Competency	3	100 wam	25 wam cc*

* cc—with carbon copies

To qualify for the first (basic) award, the student must make mailable transcripts of the first two of the three letters and do so within 15 or fewer minutes. To qualify for the second honor, he must make mailable transcripts of all three letters and do so in 19 or fewer minutes. (These time limits include one minute allowed on each letter for typing its date, inside address, and closing lines.)

Opportunity for achieving the other two awards will be given in the next two issues of this magazine.

Here's what you do . . .

Dictate this month's test letters to the class. Check the exact number of minutes it takes each student to make his two or his three transcripts. If they are mailable—if you, as a businessman, would be willing to sign them—have the student type at the top of the paper (1) his name, (2) your school's name and address, (3) time required for transcribing, and (4) the identifying expression "Mailable Transcript Award No. 1" or "Mailable Transcript Award No. 2." Use the tests any time during October.

The transcripts must really be mailable—neat, well-arranged, correct; word substitutions are allowed if they do not change the meaning; neat erasing is permitted. Send the transcripts and awards fees (15 cents for each certificate application, or 75 cents if the enamel pin that may be obtained by those who qualify on Award No. 2 is desired) to Gregg Awards Department, 330 West 42nd Street, New York 36, New York.

Let's start with the first letter . . .

• *The teacher says:* I am going to give you a special test in which you are to see how rapidly you can make mailable transcripts of the letters I shall dictate. They are an exchange of correspondence between (writes on board):

Mr. James Brooks, Jr.
General Sales Manager
Standard Printing Co.
811 South Jackson Street
Chicago 14, Illinois

Today's Secretary
330 West 42d Street
New York 36, New York

Mr. Brooks wishes to persuade Today's Secretary to do some of its printing in his firm. Here is Letter 1. It contains 115 words and will be dictated at 80 words a minute. Ready . . .

Letter No. 1

(Counted in quarter minutes for 80 wam)

Gentlemen: Would you like to be able to put one of your four-color printing jobs on a press today and get / finished work tomorrow? Our new four-color press can give you that kind of service.

We are able to take care of / your printing needs for folders, letters, and booklets—in fact, anything you have in four colors. Our Art Department / can be of assistance to you, too, in preparing the copy and layouts for this work and at no extra cost. (1)

Fill in the enclosed business-reply card, and we will have someone drop in to see you and tell you all about our / services; or, call Main 6-3256 and ask for Jim Brooks. Very truly yours, (1'27"—115 Standard Words)

Now on to the second letter right away . . .

• *The teacher says:* The person at Today's Secretary who got the letter and answered it was (writes on board) John F. Myers. Here is Mr. Myers' reply. It contains 70 words; I shall dictate it to you at 80 words a minute. Ready to write . . .

Letter No. 2

(Counted in quarter minutes for 80 wam)

Dear Mr. Brooks: We can use the services mentioned in your recent letter, but we shall need to know a bit more / about your prices before we can commit ourselves to any orders.

I suggest that you have one of your men / call on me any weekday between ten and eleven o'clock. We can discuss your charges for a 16-page / booklet like the one I am enclosing. Cordially yours, (53"—70 Standard Words)

Quickly, on to the third letter . . .

• *The teacher says:* Naturally, Mr. Brooks snaps up Mr. Myers' invitation to send a representative over to see him. Here is his letter, with 100 words at 80 words a minute. Ready . . .

Letter No. 3

(Counted in quarter minutes for 80 wam)

Dear Mr. Myers: Cliff Burns will be around to see you Thursday morning at ten o'clock sharp. He will have some samples / of our work to show you and a complete list of prices for the 16-page booklet.

We should like to call your / attention particularly to the clear, clean printing we do. We have facilities for preparing any / kind of copy and see to it that the best possible job of printing is done.

You can depend on our giving (1) good service and quick delivery. You need have no hesitancy about trying us. Very cordially yours, / (1'15"—100 Standard Words)

• *The teacher says:* You may set up the letters in any style you wish. As soon as you have made mailable transcripts of the first two letters, raise your hand, so that I can tell you exactly how long you have taken; but then go right on with the third letter and raise your hand again when you finish it. I must find out exactly how long it takes each of you to transcribe two letters and three letters. Ready . . . go!

Training for Retailing

DR. J. K. STONER
State Teachers College
Indiana, Pennsylvania

TEACHING is not just talking. *Teaching* requires some *doing*! The ideas and suggestions found in this column not only require some reading, but they will also require some doing—some action on your part. The ideas and suggestions are not new, they are merely a starter. You will want to adapt them to your own situation; you will want to enlarge and improve on them.

■ Try Some Miss-Most Items—

What single item of retail merchandise that you now use would you "miss most" if you were unable to purchase it anywhere? Your answer will vary with your needs and likes. Your answer will indicate your preference for one article rather than another. Although a compilation of "miss most" items may not be of any great significance to the retail trade, it will point up specific preferences that might indicate a trend and that will differ in various sections of the country.

- **Application.** Have your students prepare two lists of frequently used items—one for the boys and one for the girls. The boys' list may contain such items as chewing gum, candy, footballs, baseballs, pocket knives, and combs. The girls' list should include some of the following: lipstick, face powder, nylon stockings, nail polish, and candy. Allow the students to add to these lists, or prepare them from the beginning. After the lists are completed, the students should be given an opportunity to rank the items they would "miss most" in 1-, 2-, 3-order. A tabulation of the final results will prove interesting. This project may be extended to include the entire school. An additional assignment, which may prove of some value, would be to have the top three preferences of each list placed on the blackboard. Then have the students list the various brands or trade names associated with these articles. These new lists may be duplicated and passed out to the students, who can then choose their brand preferences.

■ Descriptive and Informative Selling—

When it is necessary to create buying action by means of only written words and pictures, the mail-order catalogs need no introduction. As a matter of fact, you may have found it advantageous to read about an article (for example, an electric fence) in a mail-order catalog before going to the store to shop for that article. In a number of instances, you may have found that you were better informed about the article than the salesperson. These catalogs are storehouses of merchandise information. From Abrasives to Zithers, you will find an excellent choice of descriptive adjectives that are informative—adjectives that do not exaggerate but really define the article. Some companies grade their merchandise "good," "better," and "best" and point out the exact difference among these grades.

- **Application.** Keep a number of mail-order catalogs in your classroom and have your students refer to them for (1) merchandise information, (2) methods of illustration, (3) excellent descriptions, and (4) statements warranty.

■ The First Rule of Oral Persuasion—

"Be sure that your attitude reflects at all times the emotions you wish to produce in your prospect." This rule, by Ely and Starch, applies to selling an article, an idea, or *yourself*. One smile begets another; politeness is returned with politeness, enthusiasm with enthusiasm. Generally, we want people to like us, to believe in us, and to be willing to accept our propositions. We must not allow the attitudes of others to change our own emotions and negate the rule. It is easy to become rude or irritable when our prospect displays these feelings. It is fatal to reflect his attitude in our own manner, in our tone of voice, and in our choice of words. We must remember the rule—*practice it* and see that it really works. Place this rule on your bulletin board for the benefit of your students. Have them practice it in their everyday school work.

If you like, we can give you some more rules—next month?



J. K. Stoner

Tax Changes

(Continued from page 12)

Medical: The old law permitted us to deduct medical expenses in excess of 5 per cent of our adjusted gross income; the new law lowers the 5 to 3 per cent. Moreover, the maximum allowed in this category is now \$2500 for any individual listed as an exemption (with a \$5000 limit on a single person's tax return, \$10,000 on that of a married couple or "head of a household").

Medicines and drugs, however, will count only for such expenses as exceed 1 per cent of the adjusted gross income. This part of the law has been tightened to exclude, specifically, toiletries, tooth paste, and other sundry items.

Break for working mothers . . .

. . . has been afforded by the lawmakers, responding to the complaint that it is unjust to require a working mother to pay a tax on all that she earns but not permit her to deduct the cost of child-care services provided by a maid or housekeeper in her absence. The protests have been loud and vigorous; and apparently our lawmakers have taken heed and applied, but rather thinly, a sociological solution.

Working widows and widowers, parents who are divorced or legally separated, and mothers whose husbands are incapable of work will now be permitted to deduct child-care costs up to \$600 a year. Working mothers who file joint returns with their husbands will be able to deduct up to \$600 of child-care costs, less any amount by which their joint adjusted gross income exceeds \$4500. This means that a couple earning \$4900 may deduct up to \$200 as child-care expenses.

Child-care expenses do not include (1) costs of housekeeping; (2) costs of looking after any child who is past 12, unless he is incapacitated; (3) costs incurred when the parent was not working; and (4) payments made to an older child or to another dependent for child care.

New plans on depreciation . . .

. . . will require a lot of changes in our textbooks. Up to now, the law—unrealistically—has assumed that a fixed asset depreciates uniformly—at the same rate—each year of its life. It doesn't actually work out that way, of course; your \$2500 auto does not depreciate exactly \$500 a year for five years—rather, it

depreciates more at first and less later on.

This is important in business: a uniform depreciation of \$8000 a year on a piece of machinery is too low when the machine is new and producing 60,000 units, and too high when it is old and producing only 30,000 units.

So, the law now recognizes two other methods of depreciation, too. Hereafter, assets acquired after December 31, 1953, may be depreciated in any of these three ways:

1. Straight-line method
2. Declining-balance method
3. Sum-of-years'-digits method

In the straight-line method, a constant (uniform) rate is applied to the cost (less estimated scrap value); the depreciation for an eight-year life becomes 12½ per cent each year.

In the declining-balance method, the rate is twice the straight-line method but is applied to a varying or declining book value, or 25 per cent of a continuously declining value; thus, depreciation is considerably higher in the early years than in the late ones.

In the sum-of-the-years'-digits procedure, a varying rate is applied to a constant cost, the rate being worked out fractionally in declining order. For an asset that is estimated to last eight years, for example, the digits 8, 7, 6, 5, 4, 3, 2, and 1 are added, giving 36 as the denominator. With each digit as the numerator, we get depreciation rates of 8/36, 7/36, etc., for each of the eight years.

Let us assume that a machine costing \$11,000 is expected to last eight years, with a residual value of \$200. The total amount to be depreciated over the 8-year period is \$10,800. The working of the three methods:

Year	Straight Line	Declining Balance	Years' Digits
1st	\$1350	\$2700	\$2400
2nd	1350	2025	2100
3rd	1350	1518	1800
4th	1350	1139	1500
Etc.			

Mathematicians are quick to show that in the declining-balance method the amount of the cost is never fully written off. Accepting this as a valid criticism, Congress has authorized the switching from the declining-balance method to the straight-line method at any time.

And, Congress has also authorized the substitution of any method that does not call for more rapid depreciation than the two new methods during the first two-thirds of the estimated life of any fixed asset.

Professional Reading

DR. KENNETH J. HANSEN
Colorado State College of Education
Greeley, Colorado

AS HAS BEEN POINTED OUT in this column before, guidance should play a significant role in the total business-education program. *Guidance Problems and Procedures in Business Education* (\$3.75, The Eastern Business Teachers Association and the National Business Teachers Association, New York University Bookstore, New York 3, N. Y., 293 pp.) and *Guidance in Business Education: Second Edition*, by J. Frank Dame and Albert R. Brinkman (\$2.40, South-Western Publishing Company, Cincinnati 2, 297 pp.), are two recent publications in this area. Every teacher has an important role to play in guidance. Business teachers, through the vocational education part of their responsibilities, have an added guidance function to perform.

• *Guidance Problems and Procedures in Business Education* (the 1954 American Business Education Yearbook) is divided into six parts. Part I, edited by Vernon A. Musselman, states a basic philosophy of guidance. It defines guidance and discusses the need, objectives, and certain principles and problems of guidance. Part II, edited by Inez Ray Wells, covers the meaning and function of guidance. In this section are discussed the different techniques and tools of guidance and the curricular organization that is needed to make a guidance program effective. Part III, edited by Vernal H. Carmichael, is concerned with guidance problems in the schools. Problems in both secondary schools and institutions of higher education are discussed. Part IV covers guidance in the classroom, and the guidance procedures and activities are discussed by subject-matter areas. Part V examines the problems of guidance, placement, and follow-up; and the book concludes with Part VI—a selected bibliography.

This yearbook is an important contribution to our professional literature and has been designed to be of help to teachers and administrators on the secondary-school, junior-college, four-year-college, and private-business-school level.

• *The Dame and Brinkman book* is a practical and worth-while addition to the material now available on guidance in business education. This book will be most helpful to the business teacher who wishes to undertake certain guidance services. Subjects such as job analysis, follow-up, case studies, and testing are particularly well treated.

■ Business Correspondence—

One of the most interesting, but also most difficult, subjects to teach in the business curriculum is business correspondence. Two recently published books should be of help to teachers interested in this subject: *Effective Letters in Business*, by Robert L. Shurter (\$3.00, McGraw-Hill Book Company, Inc., New York 36, N. Y.), is a good basic college textbook. This edition, as the earlier 1948 edition, wisely stresses the fact that there is no special form of expression called Business English. The author emphasizes that the same principles of conciseness, readability, and simplicity that apply to all forms of written and spoken English also apply to the preparation of correspondence for business.

This edition has two new chapters. The first chapter emphasizes the importance of good letter writing, not only to the company for which the letter is being written, but also to the person writing the letter. The final chapter deals with preparing a memorandum. It is a very important addition to the book because so much intelligence within business organizations must be related through this important medium.

• *English for Vocational and Technical Schools*, by John R. Shuman (\$3.50, The Ronald Press Company, New York, N. Y.), is the second edition of a book first published in 1936. This book was written for the use of industrial and technical students who need a comprehensive survey of the essentials of good English rather than a background for theoretical, abstract concepts of English. There are many practical motivating devices, and the subject matter should meet the interests and needs of industrial and technical students.



Kenneth J. Hansen



**gives a
girl a
helping
HAND**

A beautiful letter—yet one miserable error stands out like a gravy stain on the Queen's robe.

A smart Secretary neither swears (under her breath) nor despairs. She reaches for her handy White Polished EraserStik . . . one, two, three, a quick flick . . . and the error is erased, leaving not a ghost.

It's like having a third hand, this wood-encased polished beauty. Easily sharpened with knife or mechanical sharpener.

Look for the EraserStik trademark. It isn't an ORIGINAL ERASERSTIK unless it has the ERASERSTIK name.

FREE SAMPLE TO TEACHERS for class demonstration purposes. Please write on your school letterhead.

7099 →

7099B with brush →



The Shorthand Corner

DR. JOHN J. GRESS
Hunter College, New York City

HOW TO GRADE BEGINNING shorthand students is something of a puzzle to many teachers. Right now, with the first six-weeks grading period ending in a few more days, it's a good problem to think about. Already your students (and mine) are asking, uncertainly and hopefully, "How am I doing?" And they aren't fully reassured by our, "Oh, just fine—just fine!"

■ "Should We Make Students Grade Conscious?"—

That's what one of my teacher-trainees asked. "Do we really want to bring to bear on our classes the 'pressure' of thinking about grades?"

"Yes, and no," I replied. "Yes, if you mean do we want our students to work harder; no, if you mean do we want students to *worry* about grades. It's really a matter of salesmanship."

"Salesmanship!" my young trainees exclaimed.

"Yes, salesmanship. You have to convince students that they earn grades by learning and mastering shorthand and that you're showing them the best way to do that—learn, *master* shorthand."

"How do you do that?" they asked.

I told them that they must sell the subject, convince students that learning shorthand is (lucky they!) just about the biggest break they could possibly ask for—that it's the best subject in the curriculum. I mentioned, too, that the "selling" and "convincing" had to be supported day in and day out by the teacher's own proud, enthusiastic manner; by keeping the class alive, with attention at a high pitch. Takes showmanship.

■ "But We DO Have to Grade, Just the Same"—

"Admitting the importance of our salesmanship and of encouraging good attitudes toward grades," said one young teacher (and she's going to be a dandy teacher, believe me!), "We do have to grade, just the same. On what?"

The basic consideration, of course, is the repercussion of the grade on the student. There are many factors a teacher can appraise to arrive at a grade, but none of them is as important as personal considerations. Will the student be gratified by his grade? Stimulated to fuller effort? Give up?

■ Here Are Some Bases for Grading Beginners—

- **Reading.** It is possible to begin grading students' reading effort almost from the start of the course. Things to weigh: speed of reading, length of the passage read, accuracy of the reading, whether the passage was review or new material, whether it had been assigned in advance. Guard against so much emphasis on reading that students memorize the material.

- **Transcribing.** You can always have students write out a transcript of shorthand—from plate material for beginners, probably review material at the end of the chapter most recently completed.

Suppose you have just presented Lesson 18. After reviewing the plate material with the group, you might say, "Tomorrow we will transcribe paragraph 145 as a test. I'll give you two minutes to see how much of it you can transcribe correctly. Let's see who will get the most done." Later on you may specify which lesson, but not which paragraph, will be used.

- **Writing.** Beginners' writing must be plate copying and so cannot easily be evaluated; and penmanship itself cannot be evaluated early in the course; writing style takes quite a while to develop. If writing is made one of the grading considerations, the writing must be evaluated in terms of adherence to principle rather than on beauty of penmanship. Beginners should not be given new-matter dictation for a writing test.

- **Homework.** Many teachers give consideration, too, to the regularity and quality of the homework done by students—a good idea, if students are not very ardent in doing their assignments.

■ The Grade Given Is a Combination of All the Foregoing—

Report-card grades for beginners cannot very well be based entirely on students' performance on a final test, for almost any such test is necessarily a *transcribing* test; and the other factors *must* be considered. It is necessary, then, for the teacher to combine many factors (perhaps grading each, separately, in terms of classmates' relative accomplishment; and then averaging them), ranging from real to the four specific items mentioned.



John J. Gress

Famous Mistakes and Mishaps in Shorthand

MARJORIE F. MORTON

SHORTHAND has played an important part in history since the time of the Romans; but, in the early days, reporting¹ was often hectic and mistakes were easily made.

No shorthand teacher would ever recommend becoming² so engrossed in what a speaker is saying that you forget to take notes. But several reporters did just that³—and the speaker they were reporting was the President of the United States!

This point comes to light in the story⁴ of the "lost" speech of Abraham Lincoln's that was given on May 19, 1858, when he⁵ was trying to unite the Republican party. Everyone, reporters included, was so carried away⁶ by the President's eloquence that no one remembered to take notes. One young lawyer, however, happened to⁷ jot down a few points that especially interested him, and these notes are the only known record of the speech.⁸

■ Another Lincoln story relates to a stenographer who came late. One chilly, rainy day a crowd of 15,000 people stood outdoors to hear Lincoln speak. Just as he began saying, "Fellow citizens, ladies and¹⁰ gentlemen," Deacon William Bross, of the Chicago Press and Tribune called out, "Hold on, Lincoln. You can't speak yet. Hitt¹¹ ain't here."

Lincoln turned around and repeated, "Hitt ain't here? Where is he?"

The shorthand reporter had not come. The debate¹² was put off until a reporter could be found, and everyone stood in the rain and waited. History¹³ does not say what happened to Hitt, but he probably never got another chance to report an important debate.¹⁴

■ Your boss will never approve of your being so overcome by what you hear that you burst into tears, but Charles¹⁵ Dickens did it. When Dickens was a young man, he was the fastest and most

accurate shorthand writer in England's¹⁶ Parliament. But Dickens the reporter was also Dickens the future story writer, and he could not be¹⁷ indifferent to the words he took down. Once, when he was reporting a debate on a bill to put down disturbances¹⁸ in Ireland, he was so moved by the story of a mother searching for her only son among the peasants¹⁹ killed by soldiers that he laid down his pencil and wept.

But we must not forget that Dickens was as stanch as he was²⁰ sentimental. On another occasion, when he was reporting an outdoor speech, a great rain-storm came up in²¹ the middle of it. The speaker and reporters were on a wooden platform with a canopy over them, and²² it was not long before all the crowd rushed to get under shelter with those on the stage. No sooner had all this²³ confusion died down and the speaker begun again, when the whole platform gave way and everyone was spilled overboard.²⁴ Still not discouraged, the speaker, who was seeking political office, began once again, and Dickens²⁵ continued to take notes while two friends held a handkerchief over his notebook to keep off the rain.

■ Shorthand reporters²⁶ were not always welcome in the law courts or in Parliament. About the beginning of the nineteenth century,²⁷ reporters were allowed merely to stand with the visitors and listen to the debates. They were not supposed to²⁸ take notes. As time went

on, however, they grew bolder and began to report the sessions; but they were careful to²⁹ keep their notebooks out of sight as much as possible. One day a dignified Lord came down to the Bar to receive³⁰ a message. As he walked past the visitors, the sleeve of his flowing robe caught on a reporter's notebook and sent³¹ it flying to the floor.

The reporter was certain that he would be banned from the House of Lords forever; but an³² amazing thing happened. In front of the whole assembly, this mighty Lord, in his wig and gown, picked up the notebook³³ and, with a smile, handed it to the thunder-struck reporter. From then on, there was an end to the silly pretense³⁴ that no notes were being taken, and reporters entered Parliament without fear.

■ Back in the early Roman times,³⁵ reporters had good cause for fear—especially if they didn't do things right. A Roman ruler in the third³⁶ century declared that, if any shorthand writer made a mistake in a law case, he would have his fingers cut off³⁷ and be banished forever.

There is the story, too, of the stenographer who, in Roman days, was hired to take³⁸ down the trial of a man who refused to serve in the army. When the judge ruled against the man and sentenced him³⁹ to death for refusing to take up arms, the stenographer became so enraged that he threw his notebook at the⁴⁰ head of the judge (and at that time a notebook was made of heavy tablets of wax). The sad end of the tale is that⁴¹ the stenographer then shared in the fate of the man who was on trial.

■ The lot of stenographers has improved⁴² a great deal over the centuries. Today, although mistakes still may cause trouble, the results are not likely to⁴³ be fatal! (862)

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictating. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; at 100, in 12 seconds; at 120, in 10 seconds, etc.

The Galesworthy Jewels

ANNE FOX GREENBAUM

THE 9 A.M. SUNLIGHT pouring through the mammoth display window of Hanson's jewelry—Store Number Nine—produced a fairyland effect. Row upon row of precisely arranged watches, rings, and bracelets formed a giant sparkle that dazzled the eyes of Eleanor Hale, secretary to Arthur Hanson, as she turned the key and unlocked the large, imposing door. Inside, she walked to the escalator, glided up to the thick-carpeted balcony, and entered the small room beyond the credit manager's office.

"Let's see now, just about half an hour to get everything ready," Eleanor told herself, glancing at the desk clock. With swift, sure movements she opened the safe behind the desk and slid out the heavy chest that contained the fabulous Galesworthy jewel collection.

■ Although now a familiar sight to Eleanor, these jewels never failed to thrill her. As she slowly raised the lid of the chest, her wide-set blue eyes drank in the beauty of the Galesworthy gems. For seven years now, it had been the annual custom of her famous boss—the Arthur Hanson—to have the renowned Galesworthy jewel collection brought from New York for a week's display in his Store Number Nine. Practically the entire city turned out to see the collection, partly because it was indeed something to see and partly because the admission fees were turned over to charity.

■ This morning, the second day of the display, Eleanor had driven from her home directly to Store Number Nine instead of to the company's central offices. It was her responsibility—"your privilege," Miss Hale—as Mr. Hanson put it, to prepare the Galesworthy exhibit before handing it over to the guards each morning and to return it to the safe at the close of each day's showing. She, and only she of all Hanson employees, knew from memory every precious piece in the collection.

As she meticulously set each piece in position for the display, Eleanor found herself recalling the first time she had ever set eyes on the Galesworthy collection. It was the first year Mr. Hanson had sponsored the showing, exactly seven years ago this week. Eleanor had been on the job in the brand-new Store Number Nine for just two months. She remembered vividly

how Mrs. Platte, her supervisor, had asked her to assist in the arrangement of the display.¹ Mrs. Platte, a Hanson employee for thirteen years—"yes, my dear, thirteen proud years"—had been appointed keeper of the Galesworthy collection; and for one solid week she literally ate, drank, and slept Galesworthy stones.

■ Eleanor had eagerly accepted Mrs. Platte's invitation. It was with trembling hands that she had touched the magnificent jewels. "Just think," she had hardly dared say it even to herself, "if I had that one diamond ring, I could sell it and buy my folks everything they ever wanted."

When Mrs. Platte turned her back for a moment, Eleanor had had a mad impulse to seize the ring. The next minute she was trembling uncontrollably from cold chills and Mrs. Platte, turning toward her, had exclaimed, "Why, Eleanor, you're ill! Go lie down at once, and I'll get an aspirin for you."

■ It had been only a fleeting impulse, but Eleanor never forgot it. Mrs. Platte retired about eight months later, and the next Galesworthy display had been turned over to an astonished Eleanor, who, at Mr. Hanson's insistence, retained the honor when she became his private secretary.

■ "There, that does it," Eleanor said to herself as she reached into the chest for the last diamond ring. "Why, it's gone!" In her amazement, she spoke the words aloud—loud enough for Miss Owens, credit manager, to hear as she arrived at her desk in the adjoining office.

"Did you say something, Eleanor?" Miss Owens asked as she stuck her head through the doorway.

"Oh, nothing," Eleanor stammered, "just thinking out loud."

Trying to organize her thoughts to determine what she must do, Eleanor ordered herself to be calm and rational before jumping to conclusions. "Check the chest and the safe," she told herself; and, with pounding heart, she turned the chest inside out, ransacked the safe, and searched every square inch of the small room.

■ At a loss for any explanation, she sat down and tried to decide what her next step should be. A thousand thoughts whirled through her brain before she determined what course to follow. Deliberately, slowly, she thought it out:

Nobody would notice that the ring was missing—not until evening, anyway, when Mr. Hanson would be going over the collection with her as he had planned. If she waited until evening, that would give her time to think back and check every possible place the ring might be.

■ Fighting back her fears, Eleanor turned the display over to the guards and returned to the little room for her coat and hat. The telephone in the office next door made her jump as it began to ring. She could hear Miss Owens answer. "Hello. Oh, that's too bad, Susan. I hope you'll be all right tomorrow. Yes, call me if you can't come in. Good-by."

As she replaced the receiver, Miss Owens called to Eleanor, "That was young Susan Wallace. She can't come in today. And we're up to our ears in work! Guess I'll have to draft help from Store Number Six." As an afterthought, she added conversationally (Eleanor was just passing by the door), "You know, Susan is a fine worker. I'm recommending her for a promotion."

"That's nice," Eleanor answered in a distracted tone. Her mind was fuzzy and troubled.

"You had better do something—and fast, young lady," a voice within her warned as she walked out of the store toward her car. "A very valuable ring is missing, and you are Suspect Number One!"

■ Back at her desk in the central offices, Eleanor knew she must ask Mr. Hanson for the day off so that she could get on the trail of the missing ring. She reached for the interoffice buzzer just as the telephone rang. She lifted the receiver. "Miss Hale speaking. Who? Susan? Oh, yes, Miss Owens said you were ill and couldn't come to work today."

The voice at the other end of the wire was tearful, pleading. "I've got to see you right away, Miss Hale. Can you meet me at Jay's Pharmacy in ten minutes?"

"Well, if it's really important—surely." There was a trace of impatience in Eleanor's reply. Every minute counted to her now.

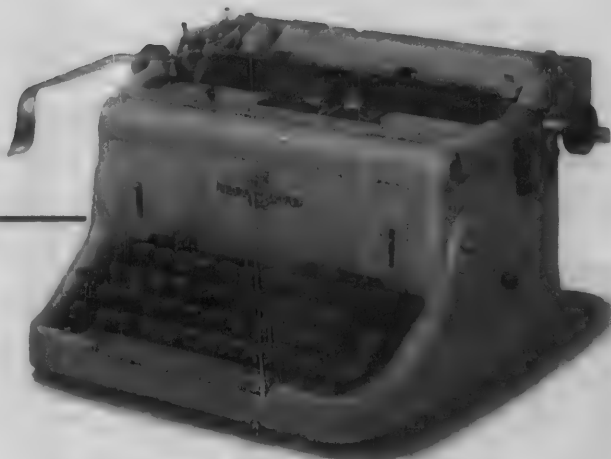
Before she was through the revolving door of Jay's Pharmacy, Eleanor spied Susan at a corner table hunched over an untouched limeade. Deep black circles emphasized her red, swollen

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eyes. Certainly this couldn't be the⁵⁰ blithe, carefree Susan who was Miss Owen's assistant.

■ Susan gave a little cry as Eleanor approached her. "Oh,⁵⁰ Miss Hale, I don't know how—must tell you—I'm a thief! No, not really! I stole the Galesworthy ring—last evening as⁵⁰ you were putting the jewels away—" Susan broke down completely as incoherent words poured forth.

Trying to calm⁵¹ Susan and, at the same time, grasp exactly what she was trying to say, Eleanor suddenly remembered that⁵² the evening before, just as she put the last ring in the chest (all present and accounted for), a phone call had caused⁵³ her to swivel around in her chair just as Susan had stepped into the room with an important message. But it⁵⁴ couldn't be! It had happened in less than thirty second. It couldn't be—but it was!

"Oh, please, Miss Hale," Susan's choked⁵⁵ voice jolted Eleanor back to

the present, "please don't tell the police. It would kill my mother—I don't care about⁵⁶ myself. Here's the ring. I was going to sell it to get enough money for an operation my mother needs,⁵⁷ but I couldn't go through with it. I don't know what came over me—a mad impulse, I guess. Please say it's all right for⁵⁸ me to go, and I'll leave at once. No one at Hanson's will ever hear from me again—I'll never, never even⁵⁹ think of doing such a thing again."

As she blurted out the words, Susan looked like a very young, very helpless⁶⁰ child. Her usually impish features were contorted with mental torment.

■ For a moment Eleanor sat⁷¹ motionless. Then in a controlled, confident voice she said, "No, Susan, I'm not going to let you leave. You're coming back⁷² to work at Hanson's in the morning!" She paused an instant before going on. "It was a mad impulse; yes. But I⁷³ think I understand exactly how you felt." (1468)

Flash Reading*

HUMPSEY

ELSIE LEFFINGWELL

MY FAVORITE PET, when I was a child living on a New York farm, was a racoon, named Humpsey because he humped¹ his back like a cat when he was afraid.

Humpsey had thick, coarse fur, which was rough to the touch; and he looked a wee bit² like a small bear. He had Teddy-bear ears, a dark streak like a burglar's mask on his face, and a ring-striped tail. He always³ walked flat-footed, with a rather rolling gait; and his tracks looked quite like the footprints of a barefooted child.

Humpsey⁴ would eat anything. He was especially fond of the mice, crickets, and grasshoppers he would hunt in the fields.⁵ He passed many hours with me fishing in a brook at the side of the farm. Humpsey caught lots of polliwogs, and I⁶ caught a few undersized fish. Humpsey liked cherries, berries, and pears, too. Much of the food that we gave Humpsey he would⁷ stuff into his mouth quickly, but he would not chew or swallow it. Cheeks bulging, he would start off for the creek to wash⁸ his gift.

■ It was his habit of overeating that got Humpsey into trouble with Mother. We came back from town⁹ one Saturday

morning, tired and hungry. "Wouldn't you like a glass of milk and a piece of pie before we do¹⁰ anything more?" Mother asked. And, taking our assent for granted, she moved on to the pantry. There she stopped short and shrieked¹¹ in dismay. On the shelf by the window sat Humpsey, on his haunches, eating a fresh berry pie—his tail in a¹² pan of milk.

Mother did not like Humpsey very well after that, but we children secretly admired him and¹³ coveted his skill as an acrobat. There was a big sugar maple not too far from the pantry. One branch reached nearly¹⁴ to the roof. Humpsey must have "tightroped" his way far out on this limb and then, like a trapeze star, swung out and dropped¹⁵ onto the roof. Then he had somehow squeezed his fat little frame around the screen.

His expression, when we found him, showed¹⁶ no shame. He looked thoroughly pleased—as if he would have liked to say, "Man, this is really living!"

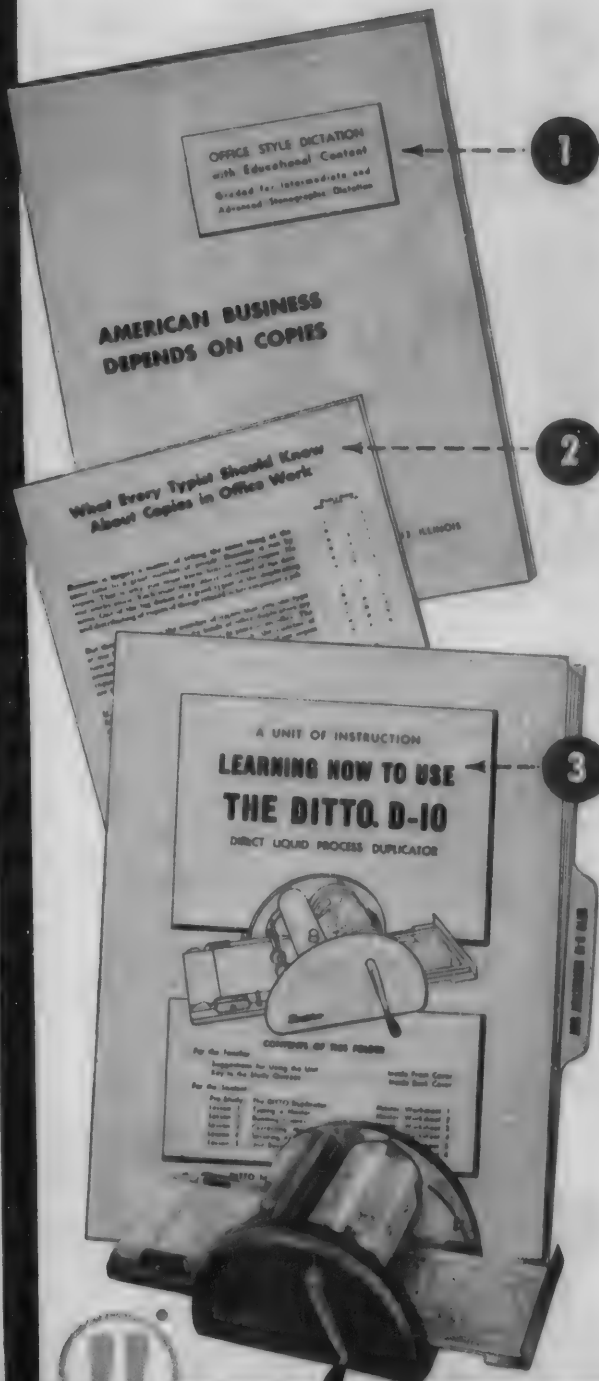
From then on, when¹⁷ Mother baked an especially good berry pie, one of us was sure to remark, "This pie would just suit Humpsey!" (359)

*Vocabulary limited to Chapters One through Four of Gregg Shorthand Simplified.



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E. Walter Edwards . . . new BEW publisher



James Bolger . . . new BEW editor



Alan C. Lloyd . . . new typing services

■ Gregg Announces New Appointments—

In a move to strengthen and expand both its magazine program and its typewriting services to the business education field, on the recommendation of Robert E. Slaughter, vice-president and general manager of the Gregg Publishing Division of the McGraw-Hill Book Company, the following appointments, effective September 1, 1954, have been announced.

- **Promotion of E. Walter Edwards**, for the past five years business manager of *BUSINESS EDUCATION WORLD* and *Today's Secretary*, to the dual post of Publisher and Business Manager of both magazines.

- **Appointment of James Bolger**, journalist and former Pennsylvania teacher, as Editor of *BUSINESS EDUCATION WORLD* and *Today's Secretary*.

- **Promotion of Helen Whitcomb**, associate editor of *Today's Secretary*, to Managing Editor.

- **Promotion of Dr. Alan C. Lloyd** to the new position of Director, Typewriting Instruction Service, of the Gregg organization, relieving him as editor-publisher of *BUSINESS EDUCATION WORLD* and *Today's Secretary*, a post he has held since 1946 and 1949, respectively. Doctor Lloyd will continue as an editorial consultant to both magazines and as editor of the third Gregg magazine, *Business Teacher*.

In his new job Doctor Lloyd will be responsible for developing, in collaboration with Harold H. Smith, Gregg's typewriting editor, new textbook materials, service materials, and visual aids in typewriting.

The new editor of BEW, a graduate of Lafayette College, spent three of the war years teaching at the Mining and

Mechanical Institute of Freeland, Pa. He originally joined McGraw-Hill in 1945 as a member of the editorial staff of *Electrical Merchandising* magazine. As assistant editor, he participated in a complete overhauling of that magazine's format and styling. In 1952 he left to do free-lance writing, returning in August of this year to take over the position with the Gregg Division.

■ Appointments to New Posts—

- **Dr. Thomas B. Martin** has been named director of the department of Business Education of Bloomsburg (Pennsylvania) State Teachers College. He replaces **Dr. Richard K. Hallisy**, who is now dean of the School of Business at Ferris Institute. Doctor Martin's B. S. degree was conferred at Kirksville Missouri State Teachers College, his M. S. at the University of Tennessee, and his Doctor of Education at Indiana University. Since 1946, he has been department head and professor of business at the Delta State Teachers College, Cleveland, Miss.

- **The Rev. James J. McGinley, S. J.**, is the new dean of the School of Business of Fordham University, New York City, succeeding the Rev. **Michael McPhelin, S. J.** Father McGinley received his M. A. in economics from Fordham in 1937, was ordained a priest in 1940, and took his Ph.D. at Columbia University in 1947. (While there, he wrote "Labor Relations in the New York Rapid Transit System—1904-1944.") He went on to become assistant professor of economics at the Institute of Social Sciences at St. Louis University. In 1949, he went as a Fulbright professor to the Philippine Islands. He returned to this country to become assistant professor of economics at Fordham in 1950.

- **Wilanne Leftwich**, of Monterey,

Tenn., is a new member of the faculty of East Tennessee State College, Johnson City.

- **Martin Stegenga**, head of business training in Meridian (Miss.) public schools, has joined the Business Education Department of Mississippi Southern College (Hattiesburg) as acting department head.

- **Honora M. Noyes** has left the Bloomsburg (Pa.) STC to become an instructor in the College of Business and Public Administration at the University of Maryland.

- **Dr. Mearl Guthrie** has joined the Bowling Green (Ohio) State University staff, leaving the University of Cincinnati. Prominent in professional activities, he has been a Council member for UBEA and served chairmanships in the Ohio BEA and NBTA.

- **Dr. Jack Martin**, business education instructor at El Camino (Calif.) College, has been appointed Executive Secretary of the Southern California Junior College Association.

- **Eugene Bucher** has been named assistant professor of secretarial science, Grove City (Pennsylvania) College. Mr. Bucher, who completed work on his Ed.M. in 1952 at Penn State, has been teaching at Titusville for the past two years. He replaces **John Pixor**.

- **Dr. Paul O. Selby** has been promoted to dean of instruction at the Northeast Missouri State Teachers College at Kirksville, and **Dr. Charles E. Kauzlarich** succeeds him as head of the Division of Business Education. Doctor Selby has been associated with the college since 1916, although he has been visiting professor at several other schools. He has been vice-president of the NBTA and president of NABTTI. Dr. Selby founded Pi Omega Pi, na-

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tional honor society in business education in 1923 and was its first national president.

Dr. Kauzlarich joined the faculty at Kirksville in 1940 after five years of high school and junior college teaching. He received his Ph.D. at Iowa State University in 1951 and has been acting head of the Division of Business Education on several occasions.

• **Glenn D. Downing**, formerly of Texas Lutheran College at Seguin, is joining the faculty of West Texas State College, Canyon, Texas.

■ **Doctorates, Newly Reported—**

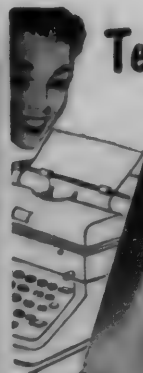
• **Jessie May Smith**, Doctor of Philosophy, from Teachers College, Columbia University, in April. Thesis: *Development of Business Teacher Education in the United States, 1893 to 1950*. Major advisor: Dr. H. L. Forkner. Doctor Smith has prior degrees from Oregon State College and the University of Oregon; she is an assistant professor at the University of Oregon, where she is in charge of the business-teacher training program.

• **William J. Hendrickson**, Doctor of Education, from Teachers College, Co-



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Today's Secretary

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BUSINESS EDUCATION WORLD



NBTA OFFICERS are in full stride, planning NBTA's Christmastime convention, this year to be held in Chicago. Pictured shortly after their election at St. Louis last December are: (standing) Leslie J. Whale, secretary; Dr. Russell J. Hosler, treasurer and exhibits manager; Mary Yocum, board member and co-ordinator of the convention program; H. T. Barnes, past-president and now a board member; Milo O. Kirkpatrick, board member; (seated) Dr. Doris Howell, second vice-president and local chairman; Howard Wheland (John Hay High School, Cleveland 6), president; and Mary O. Houser, first vice-president. Missing from picture is Dr. Lloyd Douglas, board member.

lumbia University, in August, 1953. Thesis: *Public Relations for Business Education*. Major advisor: Dr. H. L. Forkner. Doctor Hendrickson is an assistant professor at the (Bozeman) Montana State College.

• **Mary Ellen Oliverio**, Doctor of Philosophy, from Teachers College, Columbia University, in April, 1954. Thesis: *Job Adjustment of Beginning Office Workers*. Major advisor: Dr. H. L. Forkner. At present a personnel officer for a New York City firm and an instructor in Lamb's Business College, Brooklyn, Doctor Oliverio has also taught at Fairview (W. Va.) High

School, Marshall College, and Columbia Teachers College. Her prior degrees are from Fairmont State College and Columbia University.

■ School News Briefs—

• **Louisiana Cooler:** In Shreveport, the Meadows-Draughon College has been for 48 years in the Majestic Building. Now President George A. Meadows is moving his famous institution to a new building (1323½ Texas Avenue) where he will have (a) heavy-duty air-conditioning units, (b) electric water fountains, (c) escalators and (d) ample parking space for students and faculty.

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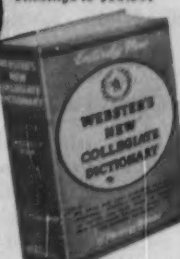
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THESE WBEA LEADERS, photographed at last spring's WBEA convention in Portland, include: 1953-54 President Eugene Kosy, 1953-54 Vice-President Claude Addison, 1952-53 President Evan Croft, 1954-55 Secretary Rose Voget, present 1954-55 President Edwin A. Swanson (San Jose College, Calif.), UBEA Western Region Representative Ted Yerian, and UBEA Executive Secretary Hollis Guy. Two of the 1954-55 officers are missing: Vice-President Verner Dotson and Treasurer Jesse Black. Next WBEA convention will be at the Coronado Hotel in San Diego, on April 3-4-5.

New Business Equipment

A new typewriter-key cleaner . . .

. . . makes an easy, effortless job of what was once a messy operation involving the use of liquids and/or brushes. Bud typewriter cleaner—a pink, plastic putty—pulls the dirt out simply by applying it to the keys. Just flatten



the putty by pressing firmly; then press it on all the keys; release it and the dirt comes away with the putty. To use it again, fold the putty up to its original shape. Bud type cleaner retails for 50 cents. Write Bud Type Cleaner, P. O. Box 4644, Baltimore 12.

New duplicator stencils . . .

The Heyer Corporation has announced new additions to its line of layout stencils for the production of more accurate and handsome duplicator work. One of these stencils is specially top printed with guide lines for easy preparation of two- or three-column bulletins and price lists (letter or legal size sheets). These sizes are said to simplify production of 5½ x 8½-inch or 7 x 8½-inch folders.

A music stencil is now available, die pressed with standard music staff, and a guide for tracing of all musical signs. Duplicating address labels has been facilitated with the introduction of a specially top-printed stencil to mark off the address-typing areas in the exact location they would print on perforated address sheets, making any stencil duplicator into an addressing machine. The Heyer Corporation is located at 1850 South Kostner Avenue, Chicago 23.

Multi-total cash register . . .

A new cash register, the "51," has been added to the line manufactured by the National Cash Register Company, of Dayton, Ohio. The "51" has no lever and no motor bar; it operates instantly at a touch of any of the "department" keys. As a key is depressed, the amount adds into a total for that department, adds into the customer's receipt total,

prints on the "sales record" inside the machine and on the customer's receipt, adds one into an item counter for the department, and identifies both salesclerk and department on the sales record—all at the same time. The indication of sale also appears above the register, beamed in a new "eye-angle" at both customer and salesclerk.

• After purchases are itemized, the total is printed on the customer's receipt by touching a Cash Total key. In listing a customer's purchases, the item counter for any department will add one the first time it is touched but will add nothing more for that same customer. Thus, at the end of the day, the register shows how many people made a purchase in each department.

A metallic-back carbon paper . . .

. . . has been patented that will eliminate feed-roll streaks. According to the manufacturer, the increased use of standard and electric typewriters with high feed-roll tension has created copy-streaking problems that did not exist before. The new Flagship metallic-back sheets yield copies of brilliant color strength, fine erasability, and remarkable cleanliness. They come in a variety of weights and writing strengths. Write Allied Carbon & Ribbon Manufacturing Corp., 165 Duane St., New York 13.

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AFTER HAVING TRIED IN VAIN to stop the quarreling among them, a father called his sons together and told them¹ to lay a pile of sticks before him. Tying the sticks together, he bade each lad, one after the other, to try² to break the bundle in two. None succeeded.

Then, untying the sticks, he gave each son one to break, which was done with³ the greatest of ease.

Whereupon the father admonished them: "Remember, my sons, so long as you stay united,⁴ you are a match for all your enemies; but differ and separate, and you are undone!"

(In union there is strength.) (100)

—Adapted from Aesop's Fables

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